

**Continuing Professional Development (CPD) of Teacher Educators (TEs) within
the ecological environment of the island territories of the Organisation of Eastern
Caribbean States (OECS)**

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the degree of Doctor of Education by

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Abstract

According to the literature, the continuing professional development (CPD) of teacher educators has been receiving more attention over the past two decades. Reportedly, in some cases, teacher educators (TEs) have transitioned directly to teaching in higher education (HE) from being school teachers. Furthermore, this transition often occurs without formal preparation or support. This situation is the current position in my research context, the Organisation of Eastern Caribbean States (OECS). My study aims to understand issues related to the CPD perceptions and practices of the TEs within the bioecological environment of the OECS. Urie Bronfenbrenner's Bioecological Theory of Human Development, the Process-Person-Context-Time (PPCT) Model, is the main theory used. Simultaneously, other models and ideas of CPD are incorporated to produce a conceptual framework that guided and supported my research. A Mixed Method, exploratory, sequential QUAL-quan research design, is used to gain a greater understanding about the phenomenon as it exists in the OECS territories. In Phase 1, data was collected through semi-structured interviews. Interviews were conducted with six teacher educators and eight other participants who occupy different levels of the ecological context. Together, they represent the micro, meso, exo, and macrosystems. In Phase 2, an online survey which was informed from the interview responses in Phase 1, was developed and administered to the entire population (n=53) of the TEs in the OECS. Data analysis was conducted using thematic analysis for the qualitative data and simple descriptive statistics for the quantitative data. The data was integrated at the point of reporting and discussing the findings, for triangulation, complementary and development purposes. The findings reveal that the TEs, and others in the various ecological systems, value CPD. However, there exists a weak CPD culture in their ecological environment. This has resulted in the TEs engaging mainly in self-directed CPD activities and informal collaborative dialogues amongst staff. The TEs engaged in CPD mainly for meeting instructional needs of their courses but have increased their skills and knowledge, benefitted from informal networking with other TEs in the OECS, and gained intrinsically from their work as facilitators. The regulatory body governing the programme for teacher education offers the TEs the most stable and regular form of formal CPD activities. Findings indicate that a lack of financial support and recognition for CPD efforts, heavy workload, family commitments, costs, time and the lack of appropriate support from the various systems within the ecological environment hindered more than promoted their development. A consensus emerged among participants, at the various levels, that proper systems and policies are needed to systematically address the CPD of the TEs. Recommendations are made in light of their views.

Keywords: continuing professional development, teacher educators, human development, bioecological environment

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Dedication

To my children, Sanique and Jerome, Donnie,

and

Grandchildren: Calvin, Donald, Sean and Salaaya, I give you all my love.

To those who fear starting...and finishing... You can!

List of acronyms

AERA	American Educational Research Association
ASCD	Association for the Supervision of Curriculum Development
CARICOM	Caribbean Community
CEO	Chief Education Officer
CPD	Continuing Professional Development
DTE	Department of Teacher Education
EDMU	Education Development Management Unit
ELP	Early Learners' Programme
HE/HEI	Higher Education/ Higher Education Institution
HoD	Head of Department
ICT	Information Communication Technology
JBTE	Eastern Caribbean Joint Board of Teacher Education also referred to as Joint Board of Teacher Education
MMR	Mixed Method Research
MoE	Ministry of Education
NGO	Non-governmental organisation
OECS	Organisation of Eastern Caribbean States
OESS	Organisation of Eastern Caribbean States Sector Strategy
PGCE	Post Graduate Certificate in Education
PPCT	Process Person Context Time
QUAL	Qualitative
Quan	Quantitative
QUAL-quant	Qualitative-quantitative (Qualitative data as core)
TE	Teacher Educator
TERN	Teacher Education Research Network
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
USD	United States Dollar
UWI	University of the West Indies

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Chapter I. Introduction

1.0 Research aim and approach

The aim of this study was to explore the discourse on full-time teacher educators' (TEs') continuing professional development (CPD) practices in the Organisation of Eastern Caribbean States (OECS). Seemingly, prior to my research, very limited attention had been given to TEs' CPD in efforts to improve teacher "quality". About a year after my data collection was completed, the OECS Education Development Management Unit (EDMU) hosted a conference on Teacher Education and Professional Development in April 2018. It identified several agreed actions to address the named issue but my research specifically focuses on echoing the TEs' voices about their CPD. This gap represents the value of my research in providing specific knowledge about the issue, especially with it being the first of its kind in the OECS. The research objectives and questions were designed to gain greater understanding of the TEs' CPD practices, the impact of CPD on their development and factors within the ecological environment that promoted and or hindered their CPD. Additionally, the views of their education leaders about the TEs' CPD were sought and examined.

I combined the bioecological theory of human development- the Process, Person, Context, Time (PPCT) model (Bronfenbrenner, 2005d) with CPD ideas from the literature such as, Gaible and Burns (2005); Kennedy (2014); and Kosnik et al. (2015) and devised a conceptual analytical framework. I planned and conducted a Mixed Method Research (MMR) with an exploratory, sequential, QUAL-Quan design. The exploration of the topic of my research from both a qualitative and quantitative perspective allowed for triangulation, complementarity and expansion which Lieber and Weiser (2016) explain are strategies that contribute to strengthening the rigour of analysis and findings.

In this chapter, I will first provide the definition of two key terms: teacher educators (TEs) and continuing professional development (CPD), as they relate to my study. The background of the research will next be discussed followed by a description of the research context and the problem statement. The purpose and significance of the study will follow. A summary of the chapter and a statement of how the thesis will be developed will end the chapter.

1.1 Definition of key terms

Two key terms are significant in establishing the parameters of my research. These are: teacher educators (TEs) and continuing professional development (CPD).

1.1.1 Teacher educators (TEs) defined.

The broad term “teacher educators” (TEs) refers to all those “who teach or coach teachers with the aim of supporting their professional development” (Lunenberg, Dengerink, & Korthagen, 2014, p. 5). In the Caribbean context, TEs have been described as “specialist teachers of teachers” (CCTFTE, 2011, p. 5). Such persons work at various levels, stages, and settings in the education sector. In the OECS and in other countries, traditionally established levels would refer to early childhood; primary; secondary; and post-secondary, to include higher education (HE).

In the context of the present study, TEs are those who formally teach student teachers (Associate Degree level in Teacher Education at training colleges) to become primary and secondary school teachers. They also support their professional learning and that of fellow colleagues in HE settings, in schools and beyond through CPD activities of various kinds and for different purposes. Kosnik et al's. (2015, p. 53) claim that they make up a “distinct group” is apt since their work is situated between academia and school. Owing to this demarcation, Griffiths, Thompson and Hryniewicz (2014) point out that it is sometimes difficult to characterise their work or define who they are as professionals.

1.1.2 Operational definition of CPD.

The term CPD has been used interchangeably with ongoing professional development, professional learning, in-service training, in-service education and lifelong learning (Craft, 2000). Therefore, my decision was to adopt a more pragmatic position to the term-CPD, incorporating relevant and associated elements of teachers' work and that of TEs because in my view, they are inextricably connected.

Thus, the operational definition of CPD for the purpose of my study refers to:

The ongoing professional learning engagements in which full-time teacher educators who are located in post-secondary/higher education institutions participate. The activities may be of different kinds (forms and types) that could be planned or arranged in a variety of ways to meet different purposes.

This definition guided my idea of the CPD concept which led to the development of my conceptual framework. The CPD concept and the conceptual framework will be discussed in detail in Chapters 2 and 3 respectively.

1.2 Background to the study

The advancement of educational technology, coupled with the effects of globalisation, massification and multiculturalism, have caused educational leaders to be more aware of the “changing educational landscape ... and a new type of learner” (Sheningher, 2014, p. 17). How we access, process and share information has radically changed over the last 20 years (Bernhardt, 2015). While these issues are critical in responding to educational change, Schleicher (2012, p. 77), emphasises a need for “high quality continuing professional development” (p.77), to appropriately equip teachers to respond to the needs of the diverse student population in classrooms. These claims offer ample reasons for educators to constantly revisit educational practices. However, this is not to say that there has not been awareness of the challenges teachers face in classrooms. For example, Day (1999, p. 7) earlier acknowledged that “teaching takes place in a world dominated by change, uncertainty and increasing complexity” and this claim is still relevant today.

Livingston (2014, p. 219) reiterates this point noting that teachers work in “increasingly complex and diverse settings”. Furthermore, owing to the complex nature of teaching, the increased demands on teachers and Darling-Hammond's (2006) claim that the competencies of teachers are critical to students' learning, we must recognise that “quality” teacher education cannot occur without quality TEs (Griffiths et al., 2014). While quality is relative to geographical boundaries and contexts, it would take into consideration assurance, regulations and established standards which can be verified using certain measures (Churchward & Willis, 2018). The 2018 OECS Teacher Education Conference pledged to create several structures and mechanisms that are intended to address teacher quality (OECS Teacher Education and Professional Development Conference, 2018).

Relevant questions which can provide answers to the development of quality TEs include: Who are TEs? What should they know and do? And how should they be prepared? Such questions which were once overlooked in teacher education studies are now receiving increased attention (Livingston, 2014). Advice advanced by Karagiorgi and Nicolaidou (2013) suggests that TEs ought to be life long-learners and models for teachers; they should aim to improve their practice readily and continuously by engaging in continuing professional development (CPD) activities. Invariably, some of these CPD activities TEs would engage in are identical to those of classroom teachers but it is expected that TEs extend their CPD activities to include those apposite to their roles. Engaging in relevant, appropriately structured and organised CPD activities could intentionally be of benefit to teachers' work and could be the answer to addressing some of the complexities and challenges within TEs' roles.

My current position in the Ministry of Education (MoE) is that of an Education Officer-School Administration. I supervise teachers and principals in several primary schools. My work includes contributing to policy development, communicating and implementing policy decisions in schools and providing professional development for staff (mainly principals and teachers). Our OECS vision of ensuring that “every learner succeeds” (OECS Education Sector Strategy, 2012, p. 5) demands that I work to aid the process of producing quality classroom teachers for our schools.

Thus, my belief that quality TEs would produce quality school teachers led me into further exploration of this connection. Hence, my observations within schools could inform policy in improving teacher education.

As an educator and Education Officer, I value CPD as one of the relevant strategies in the equation of building quality learning environments, the professional competencies of teachers and by extension, the teaching profession. I often engage staff in CPD activities and encourage schools to do similarly. In a study with literacy TEs in Canada, the United States, England and Australia, Kosnik et al. (2015) report that the practice has been to mainly expose classroom teachers to CPD and overlook TEs. I wondered about the opportunities of CPD for TEs at our Department of Teacher Education (DTE) given what was discovered in the literature. How they are continuously being developed and supported throughout their careers as TEs, became of interest to me.

TEs are the direct role models for student teachers, nurturing them to become “quality future teachers” (Snoek & Zogla, 2009, p. 21). I believe that if we develop quality TEs through ongoing professional development activities, they would more likely set examples of good practice through their professional behaviours. Tunca, Sahin, Oguz, and Guner (2015, p. 124) believe that these behaviours would be manifested in their “cognitive and affective characteristics.”

From my observations, the direct experiences and knowledge that I gleaned from working among teachers, and colleagues in teacher education on my island, I realised the following: that CPD activities were not a regular feature in the TEs’ work nor was CPD vigorously acknowledged and incorporated as part of the usual functioning of the organisation. This situation, in my context, is not entirely surprising if compared to other contexts. Reportedly, the CPD of TEs in developed countries has not been given enough attention although this practice is now changing (Conklin, 2015; Kosnik et al., 2015; Loughran, 2014). Furthermore, one concern in my local context was that, the persons who became TEs’ were usually selected for the role because they were seen as “good” classroom teachers. These TEs would have at some point in the early stages of their teaching careers completed a two-year teacher education course as student

teachers. Additionally, the TEs would be expected to have at least a Bachelor's and or Master's degree in the subject or discipline they teach. In a few cases, others have Doctoral degrees in various disciplines. These teachers assume TE roles without any formal training to become TEs. There appears to be an underlying assumption that teacher training (for compulsory education) is adequate preparation for teaching in HE. Knight et al., (2014) argue that the assumption made about good classroom teachers becoming "good" TEs is still unsubstantiated, and that the skills and knowledge needed for both groups to produce quality are different. Compounding the situation, Murray and Male (2005) reported a lack of support for CPD even when they are in the role. Reflecting on the circumstances in the OECS, I had concerns about the opportunities for TEs to engage in ongoing CPD.

While Day (1999) argued that teachers ought to engage in career-long professional development, Avalos (2011) concedes that such teacher learning opportunities are complex and will vary depending on needs (theirs and their students) and the contexts in which they work. It is expected that TEs, likewise, should embrace CPD to serve different purposes.

Whereas there is no single route that provides a blueprint of how TEs ought to professionally develop, Loughran's (2014) framework (Figure 1.1), is one such example which illustrates how TEs can progress from experiencing to articulating the scholarship of teacher education. However, he concludes that professional development that is focussed, important and specific will be needed, as they develop knowledge and practice about "learning about teaching" and "teaching about teaching" (Loughran, 2014, p. 277).

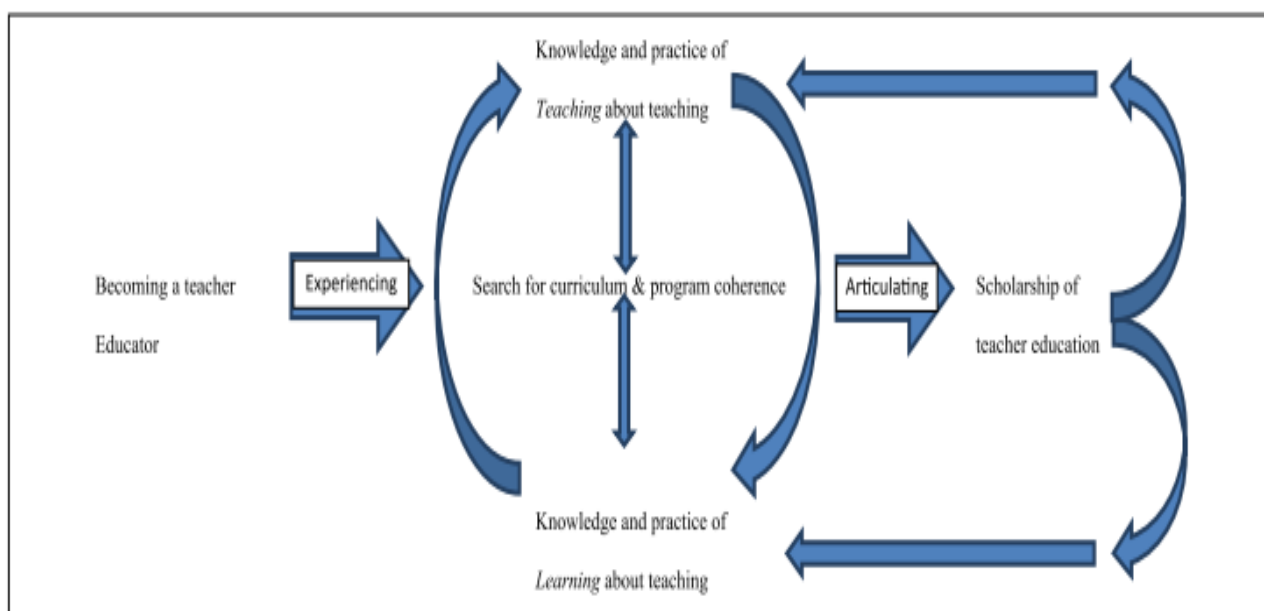


Figure 1.1 A research journey that shapes a teacher educator's professional development (Loughran, 2014, p. 272).

Considering the concerns mentioned above, my interest about the CPD of TEs in my country increased. My first inclination was to conduct my study in my island's local DTE but several issues, including changes in staff, in an already small department, signaled that my research could end in jeopardy. Conducting my research in the OECS territories was my second consideration since the islands had key common practices. Historically, the islands' education system which the British influenced were similar. Additionally, the Eastern Caribbean Joint Board of Teacher Education (JBTE) regulates the Associate Degree Programme in each DTE in the OECS, with the University of the West Indies (UWI) as the awarding body.

I further thought that my study would be of interest to other leaders of education policy within the OECS. Further to these considerations, I felt that the relevance, originality and the prospects of the impact of my research would result in the advancement of knowledge and change. Cohen, Louis, Manion, and Morrison (2011) advise researchers to consider these issues when doing research. Hence, I was convinced that these reasons were applicable to my area of research interest, so I decided to use the OECS as my research field.

1.3 The research context

The OECS is an international organisation established on June 18, 1981, when seven countries that now have full membership status, signed a treaty agreeing to cooperate, promote unity and solidarity among the members (OECS, 2016a). Three other islands have associate membership. The countries of the OECS which enjoy full membership rights have a combined population of over 600, 000 (Organization of Eastern Caribbean States Educational Statistical Digest, 2016).

The six strategic objectives of the OECS focus on membership, regional integration, free movement for its citizens, security and well-being of its citizens, economic priorities and high performance of the organization (OECS, 2016c). Additionally, its strategic goals are integrated within the Sustainable Development Goals, 2030. The OECS has five main arms through which it functions: The Authority (made up of Heads of Governments); a Council of Ministers; an OECS Assembly; the Economic Affairs Council and an OECS Commission (OECS, 2016b). The OECS Commission, under the direct oversight of the Director-General, has among its many units, the Education Development Management Unit (EDMU) which is responsible for the harmonisation of education in the OECS.

The EDMU works with member states to develop education across the region, promoting collaboration in critical areas such as policy, curriculum development, and teacher training (OECS, 2016b). While the EDMU has acknowledged that progress has been made in the harmonisation of the education system in the OECS, fewer than 15% of adults have accessed and completed education at the tertiary level (The Organisation of Eastern Caribbean States, 2012). Currently, the OECS faces the challenge of attracting and retaining qualified teachers in critical areas. Within my work, reference will be made to the work of the EDMU as it is a key institution that can influence future decisions about the TEs' CPD.

It is noteworthy that members of the OECS are also members of a larger economic union, the Caribbean Community (CARICOM). The educational aim of this regional body is to create a “world-class teaching profession” for the Caribbean people and their economies (CARICOM, 2011, p. 9). The islands in these unions have a stronger presence when they meet as a group on the global arena, despite their small size and economic situation.

1.3.1 An overview of Teacher Education in the OECS.

In 1837, following the abolition of slavery, the Moravian Church established five Normal Schools in four Caribbean islands for training teachers. One was located in an OECS island that is included in my research. For over 100 years, the training of teachers shifted between these islands, especially since males and females were trained in different institutions. With the increased need to expand education, a renewed effort to offer training to more teachers arose. The University College of the West Indies, now UWI, was established in 1948 and offered a two-year Teacher Education Certificate Programme to these institutions (UWI, n.d.). The OECS islands began to establish their individual community colleges starting around the 1970s into 1980s and their teachers also accessed the UWI Teacher Education Certificate Programme. This latter two-year programme was for training all in-service teachers (primary and secondary) who had no formal teacher training. Another change occurred in 2000 when the five territories in my research began offering an Associate Degree as the main requirement for qualifying as a teacher in Primary, Secondary and Technical Education and Training (TVET).

The JBTE regulates these programmes with endorsement from UWI (ECJBTE, 2016). However, there are claims that there is not much difference in both programmes (Evaluation and Reform of Teacher Education Programme – Antigua and Barbuda Draft Report, 2017). At the point of data collection, only one of these community colleges offered a Bachelor’s Degree in Teacher Education. Post Graduate Diplomas in Education are offered to teachers (in all the territories) who have a first degree but have not been teacher trained.

These two programmes are, however, not regulated by the JBTE but directly by UWI. It must be noted that TEs in a college could teach across a mixture of these programmes, as is the case of some TEs in the present study.

Whilst the territories in the OECS have made some progress in training its teachers in an initial programme, we are still falling behind since only 77% of teachers in my research context are trained to at least the Associate Degree level (Organisation of Eastern Caribbean States Educational Statistical Digest 2016: Statistics on Education for the academic year 2014-15, 2016). The Digest also revealed that of the 23% of these teachers who hold a first degree, 92% have had teacher training. The current trained teachers in the OECS would possess a teacher's qualification (Teaching Certificate or Associate Degree in Teacher Education) that they would have obtained either during pre-service or in-service phase of their careers. Teachers can be hired directly after completing secondary school with the required high school leaving subjects/certificates to teach in primary schools with or without being teacher trained or having a first degree. Secondary school teachers should have done Advanced level studies with the required passes to teach the specific subjects. Anyone with a first degree, especially if it is an education-related field, could be hired but may have to pursue the Diploma in Education or elect to pursue the Associate Degree in Teacher Education within the first few years of being hired. Efforts are now being made to ensure that all teachers are trained to at least Associate Degree level before entering the profession.

From a global perspective, in many countries, one cannot enter teaching without a Bachelor's Degree and an additional Post Graduate Certificate in Education (PGCE) (Hamilton & Pinnegar, 2013; Malinen, Vaisanen, & Savolainen, 2012; Rogers, 2011). A similar practice occurs in larger CARICOM territories such as, Barbados, Jamaica, and Trinidad and Tobago. It, therefore, means that the OECS Teacher Education standards are not yet aligned to international practices.

Thompson's (2014) study of the supply and demand issues of teachers in our education system shows that we are not attracting persons who can fill critical areas in teaching. Similarly, the results of students' performance at the end of their secondary

school years, begs the question of how we are preparing our teachers for the challenges schools face with student achievement. The latest figures show that after 12 years of combined primary and secondary schooling, only 42% of our students successfully pass five or more subjects on leaving secondary schools (Organisation of Eastern Caribbean States Educational Statistical Digest 2016: Statistics on Education for the academic year 2014-15, 2016). This figure is indicative of how many of our people are likely to directly matriculate to enter HE with such qualifications.

Already, the OECS is experiencing a challenge of attracting and retaining qualified teachers in critical areas such as Mathematics, English, ICT and Science (The Organisation of Eastern Caribbean States, 2012). From observations, fewer individuals with the best qualifications choose to teach and if this continues, this situation will further compound the supply and demand issues of teachers. Working with student teachers at different levels of competencies when they access training (directly from high school or with mediocre subject content) could prove challenging for TEs as they work to bring these student teachers into teachers of quality. Although Andere (2015) argues that other variables account for student achievement, the quality of TEs and inadvertently the quality of teachers we produce are essential in this regard.

As part of their responsibility to their development, governments in the OECS have provided, in many cases, part or total funding for the initial two-year training of teachers in the education system. Each DTE is either located within a local community college or multidisciplinary college (CCTFTE, 2011) with an average of 11 full-time TEs. They operate within different organisational hierarchies. Four of the five institutions in my study which have DTEs, are managed by Governing Boards and are semi-autonomous. The fifth college, which was first to begin teacher education in the OECS in 1846, has not yet achieved this level of management and is still under the direct control of the MoE. Its day-to-day management duties are performed by a Principal and Vice Principal. Heads of Departments or Deans preside over each DTE in the institutions. The MoE in the fifth territory is responsible for recruiting, hiring, retaining and paying the salaries of its TEs.

This fifth institution is also responsible for selecting the student teachers to be enrolled in the DTE, albeit in consultation with the DTE. Contrary to these practices, the institutions in the other four territories have direct control over the administrative areas mentioned above. However, while the MoE does not have much influence over the semi-autonomous institutions' recruitment decisions, the MoE may assist in providing staff on secondment for a period. This would be in response to a request by an institution, especially as it relates to supply and demand issues. For example, a DTE may need an additional math teacher but was unable to attract a suitable applicant. The MoE could second one of its classroom teachers temporarily to fill this gap in the DTE since it has a vested interest in the work of the college and the quality of teachers it produces for its education system.

To help regularise standards for the teaching profession, CARICOM has adopted the La Romaine Action Plan, developed by the Commonwealth International Labour Organisation (ILO)- Caribbean Teachers Policy Forum in April 2006 which aims to set standards for the teaching profession in the region (CCTFTE, 2011). One goal to be pursued is the promotion and development of standards for teacher education and teachers through the establishment of national teaching councils. This has not yet been achieved. The OECS, claims that to date, the OECS Commission has made significant progress in terms of education policy development in member states over the last two decades (Knight, 2014; OECS, 2016b). However, when one takes a closer look at the strategic imperatives of 2012 -2021 for education in the OECS (The Organisation of Eastern Caribbean States, 2012), very little is mentioned about the CPD of the TEs when compared to teachers in schools.

Governments in my research context may not be investing enough in the education system, especially at post-secondary level and beyond. The 2014 education budget estimates showed that the OECS dedicates an average of 11.4% of its budget to tertiary education, 8% being the lowest and 18% the highest allocations (Organisation of Eastern Caribbean States Educational Statistical Digest 2016: Statistics on Education for the academic year 2014-15, 2016). For example, one of the OECS countries reportedly spends USD 2500 per student annually on tertiary education compared to

USD 4000 in Indonesia; USD 12000 in Portugal; USD 16000 in France; USD 17500 in Finland; USD 26000 in the UK and USD 30000 in the US. Luxembourg spends in excess of USD 49000 for each student in tertiary education (Education spending, 2019).

The actions which were agreed to during the OECS 2018 Conference could result in improvements in our education system, in particular, regarding the TEs' CPD. However, despite the efforts the OECS has made over the years, the development of Teacher Education has seemingly not received the attention and traction it deserved. Economic, political, sociocultural and other conditions within these small developing states which could be hampering the development of Teacher Education and inadvertently, the TEs' CPD, are discussed in Chapter 6.

1.3.2 Requirements for becoming a teacher educator in the OECS.

With the absence of formalised teaching standards for teachers and TEs in the Caribbean (CCTFTE, 2011), including the OECS, variations exist across countries and institutions in several areas. This situation has translated into a lack of professional standards for TEs in the OECS. For example, the ideal situation is for TEs in the OECS to have a Master's degree but not necessarily doctoral degrees when teaching student teachers in a formal setting. It must be noted that many of these student teachers would not yet have acquired a Bachelor's degree since they were hired directly after completing secondary school. However, supply and demand issues which is one manifestation of the slow development of Teacher Education in the region have caused colleges offering the Associate Degree in Teacher Education, in some cases, to recruit TEs with at least a Bachelor's degree in the subject area to teach at this level. These TEs would be expected to gain a higher degree within a stipulated time. However, in one territory, it is stipulated that TEs should have a Master's degree in the subject taught although there is room for flexibility in recruiting TEs who have only a Bachelor's degree depending again on supply and demand. Teacher training qualification is also a primary requirement for all TEs while being research active (Murray, Czernaiwski & Barber, 2011) which includes conducting research, publishing and presenting research is not a requirement. However, noting possible requirements under which TEs may be

hired for the position. The TEs may be already at a disadvantage when compared to TEs globally. TEs, for example in England, are said to normally enter universities in HE or further education directly from classroom teaching (Murray, 2010). However, their teacher education training is usually at a Post Graduate degree level since they would have entered teaching with at least a Bachelor's degree. Tatto (2015) argues that with greater demands on teacher education programmes to produce teachers who are knowledgeable and equipped to engage students in deep and meaningful learning, higher quality in these programmes are necessary. Hence, while prior school experiences, teacher training and other qualifications of TEs as former classroom teachers may be valuable in their new roles, these may not be a sufficient requirement for teaching at a DTE in the HE sector. TEs will need to develop special pedagogical content knowledge, skills and competencies that separate them from those used by practitioners based in primary and secondary schools. Zeichner (2005) believes that teachers and students will benefit more, if new TEs come to the role more prepared.

Postholm (2016) believes that gaining research competencies will result in TEs' enhanced learning and that of their student teachers and teachers in schools. Therefore, to build their confidence and identities as TEs, given their limitations at hiring, CPD opportunities will be necessary.

1.3.3 Eastern Caribbean Joint Board of Teacher Education (JBTE) Regulations.

The JBTE, the certifying agency for teachers in the OECS, is responsible for ensuring that each teacher attains competency in four areas which include: "academic knowledge or content ..., skill development, pedagogical expertise or methodology and personal qualities" (JBTE, 2016, p 2). The body determines the entry requirements for each of its programmes and sets graduation requirements. Of the 66 credits required for graduation, 42 credits are needed for Curriculum and Instruction courses, nine credits for Education Foundations, six credits for General Education courses and nine credits for Electives. Student teachers need to attain these requirements to qualify as a trained teacher.

The JBTE consists of representatives from the UWI (Head of School of Education and academic staff), the MoE in each territory, teachers' colleges (Principal and selected staff), UWI Campus Principal, and members of professional teachers bodies (Teacher Unions). Three standing committees operate under the JBTE. These committees are: Examinations/Accreditation Committee, Curriculum Review and Renewal Committee and the Policy and Standards Committee. A Board of Studies comprising of tutors, external examiners and accreditation panelists monitor each subject area certified by the JBTE. The Board of Studies should have one meeting for curriculum issues, one for setting papers and the other for marking papers each academic year. The Board of Studies is answerable to each standing committee on related topics and ultimately to the JBTE.

1.4 The problem statement

The purpose of the 2012 Organisation of Eastern Caribbean States Sector Strategy (OESS) is "to guide the educational directions and priorities of member states of the OECS" and provide "the framework for member states to align their national strategies and plans" (The Organisation of Eastern Caribbean States, 2012, p 10). The OESS identifies seven key imperatives that member states should observe. Among these imperatives is the need to improve teacher professional development with an outcome of improved teacher quality and "pre-service training and professional development programmes" to be in place for "all prospective and in-service teachers, relevant to each stage of their career" (p.12). The OESS states that initial training and on-going professional development are mechanisms that are responsible for proper practice and for the retention of teachers. With no real attention to the development of teacher trainers/educators in this regional educational agenda, it made me wonder whether our governments and education leaders fully recognised the importance and value of our TEs in the education system and the progress we need to make in this area in the OECS.

In a Consultancy report on teacher education in the OECS with a focus on Improving Teacher Training Programmes and Strengthening Teaching Practices, the

findings from various sources were linked directly to classroom teachers' practices, their challenges and what was needed for them to improve teacher quality (Thornburg & Mungai, 2011). Although there was mention of MoE and Teachers' Colleges working more closely with each other, no direct link was given to the CPD needs of the TEs.

Similarly, a recent United Nations Children fund (UNICEF) study focussed specifically on how to address deficiencies in teacher quality and training. One strategy in the UNICEF report was the suggestion that a minimum of 20% of national budgets or 6% of Gross Domestic Product should be allocated to education but more particularly basic education (UNICEF, 2017). None of the findings from both studies directly addressed the need to upskill the competencies of our TEs or the DTE institutions.

As had been done in the past among our education leaders, the above studies indicate that the professional development of classroom teachers received most attention. These studies contribute to my claim that there has been a failure in directly targeting TEs in the whole equation of improving teacher quality.

It is apparent that learning "as they go" has been the norm for TEs in the context of the OECS. Despite this reality, it is only fair that I acknowledge that for TEs in general, most CPD activities occur as workplace learning (Kelchtermans, Smith, & Vanderlinde, 2018). In the OECS, there are no formal preparatory courses or induction for those who become TEs or those hoping to become TEs. Addressing this deficiency was not part of the strategic plan in the OESS for the period 2012-2021. Joseph et al., (2005, p. 17) proposed that for the CARICOM region, a principal requirement for eligibility for the role of TE should include "evidence of adequate and appropriate training". This suggests that TEs would be subjected to closer scrutiny and higher levels of qualifications in education (most likely) should they wish to enter into this specialised field. However, this is not yet a reality because of the apparent slow pace of teacher education development in the region.

For change to occur to enable quality education, Goodwin et al. (2014) is adamant that we must first acknowledge that "the field of teacher educators need formal preparation" (p. 299). TEs need to go beyond just acquiring subject knowledge

to: developing solid pedagogical knowledge (Darling-Hammond, 2000); being active scholars and researchers (Murray et al., 2009); vanguards of unearthing insights related to teaching about teaching (Loughran & Berry, 2005), to name a few. TEs, therefore, may have to continue to depend on their best judgement under their circumstances on the job, to guide what they do in their continued development.

1.5 Purpose and significance of the study

As discussed earlier, the OECS territories have struggled over decades to develop their education system. The purpose of this study is to provide information about the CPD perceptions and practices of the current full-time TEs and to ascertain how the CPD activities have impacted their development. The study also seeks to find out what factors promoted and hindered their development in the current OECS environment. The objectives of my research are to:

1. Identify the nature of CPD activities (forms and types) TEs have been engaged in and why.
2. Examine how CPD opportunities/experiences have contributed to the professional development of TEs.
3. Ascertain the CPD activities TEs and educational leaders have acknowledged as being most appropriate.
4. Evaluate to what extent TEs value CPD.
5. Understand how teacher educators CPD have been promoted or hampered.
6. Suggest policy directions education leaders and TEs will need to be aware of in order to enable change.

My study was designed to enable a review of our current practices and will hopefully result in meaningful change in this critical area if we are going to fulfill our mandate of providing a high-quality teaching profession for our people (CARICOM, 2011; The Organisation of Eastern Caribbean States, 2012). It is my hope that there will be new insights about TEs' CPD. The information could prove valuable for practice, programme and policy directions in the OECS if we are indeed to fulfill our mandate for

the teaching profession. This fulfillment will enable our nationals to better cater to our students' needs through the development of quality teachers for our classrooms.

For student teachers and students in our schools to remain relevant in this global village, the quality of service that the TEs in our various island-territories provide our student teachers should be more aligned with the needs of our society. This expectation should also be in keeping with international and global trends, if we hope to achieve "world-class status for Caribbean teachers" (CCTFTE, 2011, p. 9).

1.6 Structure of thesis

The successive chapters of my thesis are as follows: Chapter 2 will review the relevant literature about TEs' CPD. Chapter 3 will provide a detailed explanation of the conceptual framework on which my work is underpinned. Chapter 4 will give a detailed account of the Methodology and Research Design adopted for the empirical study. It will also discuss the relevant ethical issues and how these were addressed. Chapter 5 will present the findings of my research and the discussions of findings will follow in Chapter 6. Chapter 7, the final chapter, will provide the conclusion with recommendations.

Chapter 2. Literature Review

2.0 Introduction

In this chapter, in using a funnel approach (general to specific), I will first discuss the responsibilities of teacher educators (TEs) and the knowledge, skills and values they should possess. Next, I will outline how one becomes a TE and how their identities in Higher Education Institutions (HEI) influence their development. TEs as lifelong learners will be presented and Continuing Professional Development (CPD) will be discussed as a viable option for TEs if they wish to develop into quality TEs. Engaging in CPD will be described in terms of different kinds of CPD that serve different purposes. Enabling a CPD culture will be next discussed taking into consideration factors that promote and hinder. Prospects for policy development into the future will follow and I will end with a summary.

2.1 Who are TEs?

Keeping in mind my operational definition of TEs that was presented in Chapter 1 (Section 1.1.1), I will now expound on what are their responsibilities and the knowledge, skills and values they should possess. If TEs are to prepare well-grounded classroom teachers, then they too should be adequately prepared for the role and work to continuously develop their knowledge, skills and values. Students need an education that will prepare them to be successful in an economy that is knowledge-driven by experimentation, creativity and innovation and TEs are the ones who will prepare quality teachers for a quality education system (Towards professional preparation of the teacher educators, 2013).

2.1.1 Responsibilities of TEs

The responsibilities of TEs are varied within the field. For example, the responsibilities of TEs in HE who formally prepare student teachers to become classroom teachers are expectedly different from those of school-based TEs.

Even within the HE setting, TEs' responsibilities may vary because of contractual arrangements, research requirements, their disciplines and career pathways (Boyd & White, 2017). However, considering the TEs in my context, their responsibilities, when taken generally, would encompass what they do in working closely with schools and their universities/colleges, as they bridge the gap between what happens in formal instruction at the university/college and the practicalities in school life (Murray, 2008b; Griffiths et al. 2014).

The European Commission (2013) report that a TE's responsibilities include: the preparation of initial teachers; the continuing development of serving teachers; teaching teachers how to teach, how to link theory with practice and how to reflect on and evaluate their own teaching practices and offering guidance and counselling to serving teachers. Two other responsibilities mentioned are: modelling how to teach and undertaking research about teaching and learning.

TEs are called to practice what they preach, that is, use a modelling approach (Valcke, 2013; Smith and Krumsvik, 2007). Such an approach should build on student teachers' prior learning (Kosnik et al. 2015) "empirically based and practically oriented", continuously commuting between theory and practice (Korthagen et al., 2006, p. 1022). Concurrently, TEs are generally expected to guide student teachers through pedagogical decision-making about how to teach (Korthagen et al., 2006) and to observe the professional behaviours associated with the profession. Failure to model the pedagogical skills they want of their student teachers to master and incorporate into their teaching could exacerbate the misalignment between the theories of teaching and learning and the practices they should observe. Another responsibility which is said to be central to TEs' work is for them to be active "scholars or researchers" (Murray et al., 2009, p. 945). Their research into practice will help them find answers to classroom dilemmas and other issues that can enhance the teaching and learning process.

Goodwin et al. (2014, p. 298) advocates for teaching and learning practices not to be viewed as separate entities but instead to be "mutually informing". With this being the case, we should view our current situation in the OECS with concern since TEs are expected to be "research active" (Livingston, Mc Call, & Morgado, 2009, p. 192; Murray

et al., 2009), reflective practitioners (Harrison & Yaffe, 2009) and to model these and other processes for their student teachers within their responsibilities.

As I have observed, researching into practice as a responsibility and common activity among TEs in the OECS, is scarce. TEs in the OECS would have been exposed to or trained in research practices as a requirement for the completion of the certificate/associate degree, Bachelors, Masters and doctoral studies, where applicable. However, from my knowledge and observations, the TEs within the OECS are not required to produce scholarly work, such as, engaging in regular or periodical professional inquiry, conducting practitioner research, and producing academic articles, as part of their work. It is, therefore possible, that currently, the link between research and its value in informing teaching and learning in the OECS is weak.

These responsibilities translate into Loughran's (2014) claims that TEs are directly charged with the tasks of training and educating (pre-service and in-service) classroom teachers about the rudiments of teaching and learning, as well as develop in them the necessary skills and abilities they need to become quality teachers. Zeichner (2005) believes that engaging in some form of self-study, learning more about education policy debates and becoming familiar with research literature on learning to teach are also responsibilities that would enrich the quality of output a TE provides.

Furthermore, TEs are called to work closely with external bodies in what I refer to as "other spaces" because of the direct and indirect value and support of these entities to education. In the OECS, these other spaces could include: other universities or teacher training institutions, the JBTE, UNICEF, and partnerships with communities and government agencies. Doing so will assist TEs to remain relevant and current (Kosnik et al., 2015). Other benefits would be that they not only build relationships with various stakeholders but they help to build the teaching profession and inadvertently, society. .

With these varied responsibilities, one would expect that TEs should be well-prepared to produce quality student teachers. Reportedly, this has not been the case since studies have shown that they experienced challenges depending on how they

were prepared or supported, prior to and upon entering the field within their first three to five years (Murray & Male, 2005; Goodwin et al., 2014).

Similarly, given the formal level of training in teacher education at Certificate or Associate degree levels which was designed to prepare them for classroom teaching, their preparation to assume responsibilities as TEs may also place the OECS TEs at a disadvantage in their attempts to transmit quality teaching and learning to student teachers. In its research on the critical analysis of teacher educator profiles and competencies, the Confederation of Indian Industry in its report entitled *Towards professional preparation of the teacher educators* (2013), revealed findings claiming that possessing a Master's degree does not mean that TEs are equipped with the necessary skills and competencies. It follows too, that although TEs in the OECS may have a Bachelor's or Master's degree, this qualification may not be sufficient to expect that they will be able to fulfill their responsibilities as TEs. The varied responsibilities and complexity of TEs' work require them to be equipped with a repertoire of knowledge, skills and values in defining who they are as TEs for this era.

2.1.2 Knowledge, skills and values of TEs.

Goodwin et al. (2014) argue that the critical question of what TEs should know and be able to do, has been given minimal focus over the years. This development of professional knowledge, skills and values requires the establishment of educational ecosystems which will help with the creation, compilation and diffusion of this knowledge (Schleicher, 2012).

Technology, for one, has caused a great expanse of knowledge to be at the hands of every learner. Traditionally, teachers were the fountain of knowledge but with modernisation and globalisation according to Schleicher (2012), in addition to emerging insights into the interplay between technology and learning, these processes have caused a paradigm shift in how we learn, access and use information. Muilenburg and Berge (2015) believe that in this era where technology is critical in developing 21st Century skills, teachers and more so, those who teach teachers should become equipped with Information Communication Technology (ICT) skills. However, acquiring

the knowledge and skills and placing value on the technology is not as easy as it appears.

For example, the integration of technology as a tool to enhance the teaching and learning process poses problems for teachers, TEs and teacher education programmes. “Technological transience” (the increased presence and frequent updates of technological tools) drains their personal resources to include “time, energy and, intellectual capacity and emotions” (Muilenburg & Berge, 2015, p. 104). Teacher preparation programmes should adjust how they use the technology with student teachers. However, TEs also need support. Such support may be acquired through professional development sessions of various kinds to be able to engage and teach millennial or 21st Century students who are made up differently and influenced by the digital age (Bickham et al., 2008).

This situation is applicable to the OECS environment making our TEs and education leaders more conscious of the need to use various strategies and technologies to meet teaching and learning needs. However, as expressed below, there is no single pathway for how TEs should develop the required knowledge, skills and values.

2.1.2.1 Models/Frameworks of knowledge, skills and values for TEs

To further expand on what TEs’ knowledge, skills and values should be, I explored several models and frameworks in the literature. The following four models provide different perspectives about teaching and learning which should prompt educators, in particular, TEs, to revisit their philosophical positions and practices to be able to meet their needs and those of learners in a changing world.

Darling-Hammond’s and Bransford’s (2005) framework (Figure 2.1) as cited in Darling-Hammond (2006, p. 304), emphasises that in preparing their student teachers, TEs must have an understanding of the knowledge of the learners and their development in a social context; knowledge of subject matter and curriculum goals; and knowledge of teaching. This model reminds the TE of three knowledge dimensions

which should inform one's practice within the profession. However, although this model is quite explicit in this critical area, it fails to identify the accompanying skills and values.

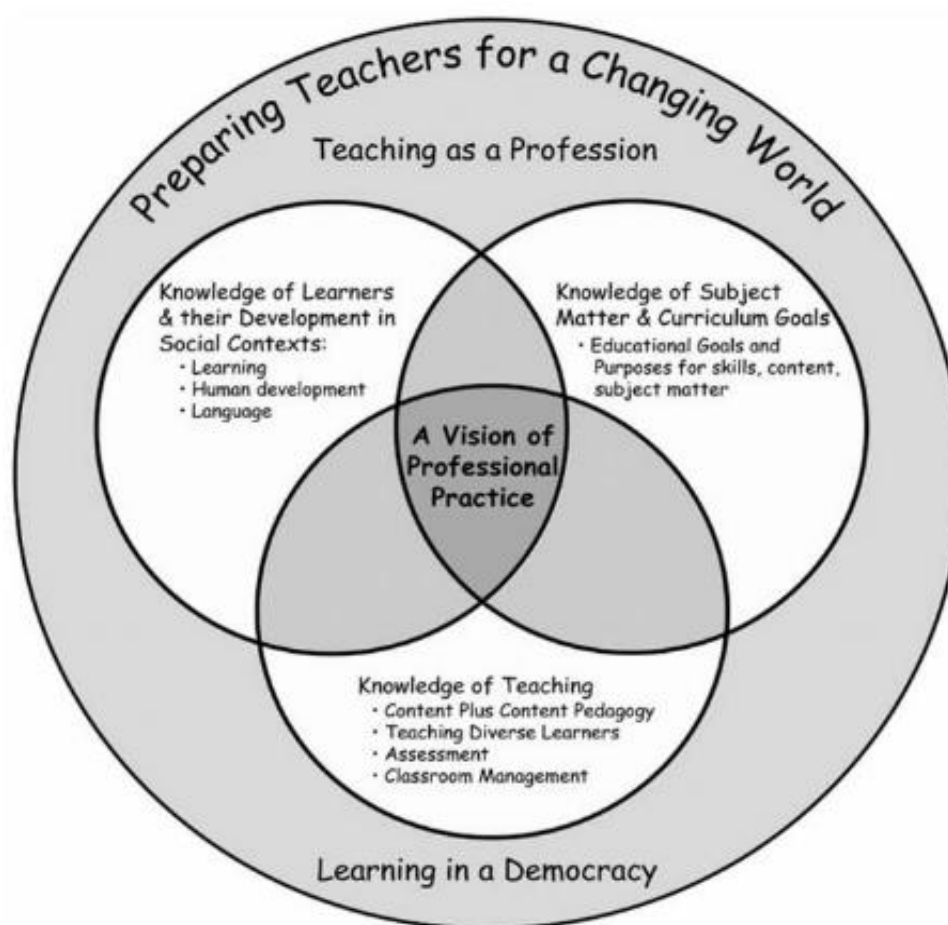


Figure 2.1. A framework for understanding teaching and learning (Darling-Hammond, 2006, p. 304 as cited in Darling-Hammond and Bransford, 2005, p. 11).

On the other hand, Loughran's (2014) framework (Chapter 1, Figure 1.1.) in portraying a route for TE's development takes into account the experiences in becoming a TE, the search for programme and curriculum coherence which are all linked to the knowledge and the practice of teaching about teaching. Additionally, the framework portrays the knowledge and practice of learning about teaching. Although the output is articulating the scholarship of teacher education, there is a continuous loop back to teaching about teaching and learning about teaching which shows the strong

connections and secondary links between the various elements to be anchored in practice as the TE develops. This framework suggests a process of continuous professional learning for any developing TE.

The framework proposed in Kereluik et al., (2013) (Figure 2.2), is largely a derivative of that proposed in the P21 Framework (*P21 Framework definitions*, 2015). It presents what Kereluik et al. (2013) consider apt for the era resulting in a different model of education for all. Their interpretation of various forms of knowledge includes three forms: **Foundational Knowledge**- Digital and Informational Literacy, Core Content Knowledge and Cross-Disciplinary Knowledge; **Meta Knowledge**-Creativity and Innovation, Problem-solving and Creativity and Communication and Collaboration; **Humanistic Knowledge**-Life/Job skills, Ethical/Emotional Awareness and Cultural Competence. This framework provides a useful and detailed exploration of knowledge, skills and values that TEs can use as a guide towards ascertaining their level of awareness and acquisition of these domains.

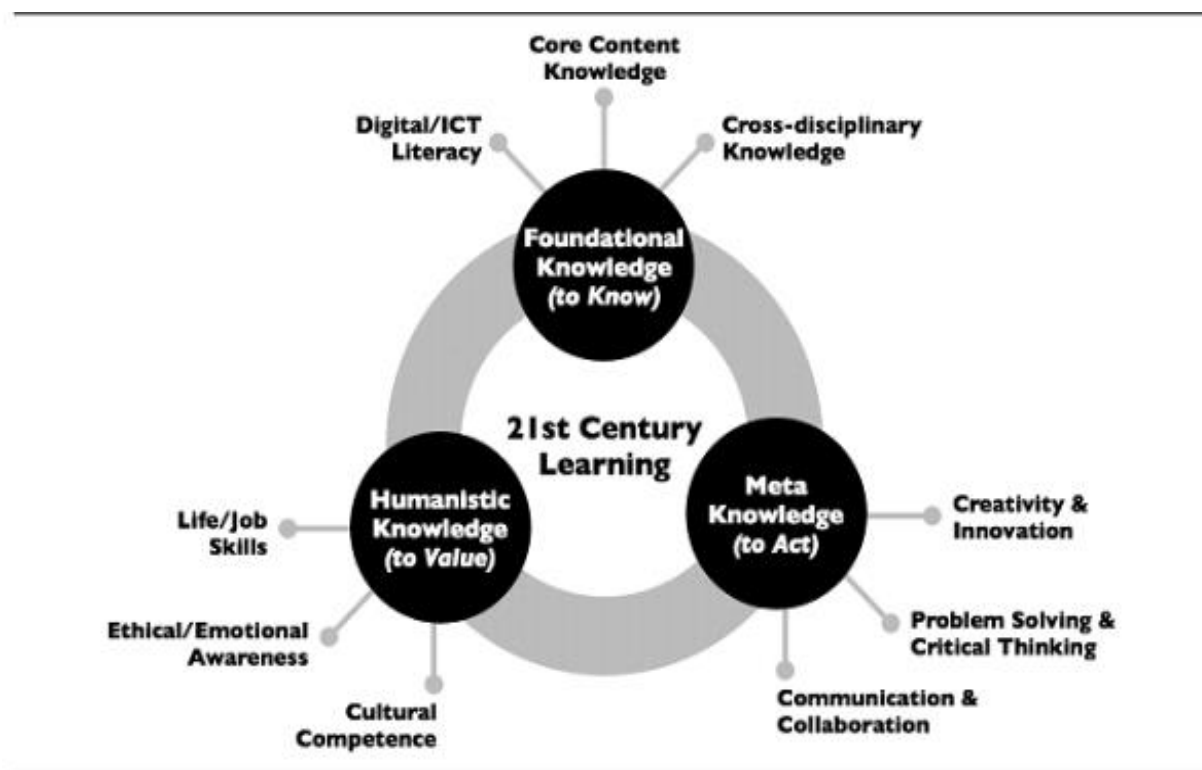


Figure 2.2. Synthesis of 15 different learning frameworks into one visual image
(as cited in Kereluik et al., 2013, p. 130)

Similarly, a report by the National Institute for Education- Singapore, illustrate in (Figure 2.3, cited in *A Teacher Education Model for the 21st Century*, 2009, p. 4) the knowledge, skills and values expected of 21st Century educators. This model is rather comprehensive in identifying what 21st Century education professionals need to possess. However, one disappointment is that research is not listed as an explicit skill. Nevertheless, this does not mean that the professional educator cannot update the listing, including other information needed for the 21st Century.

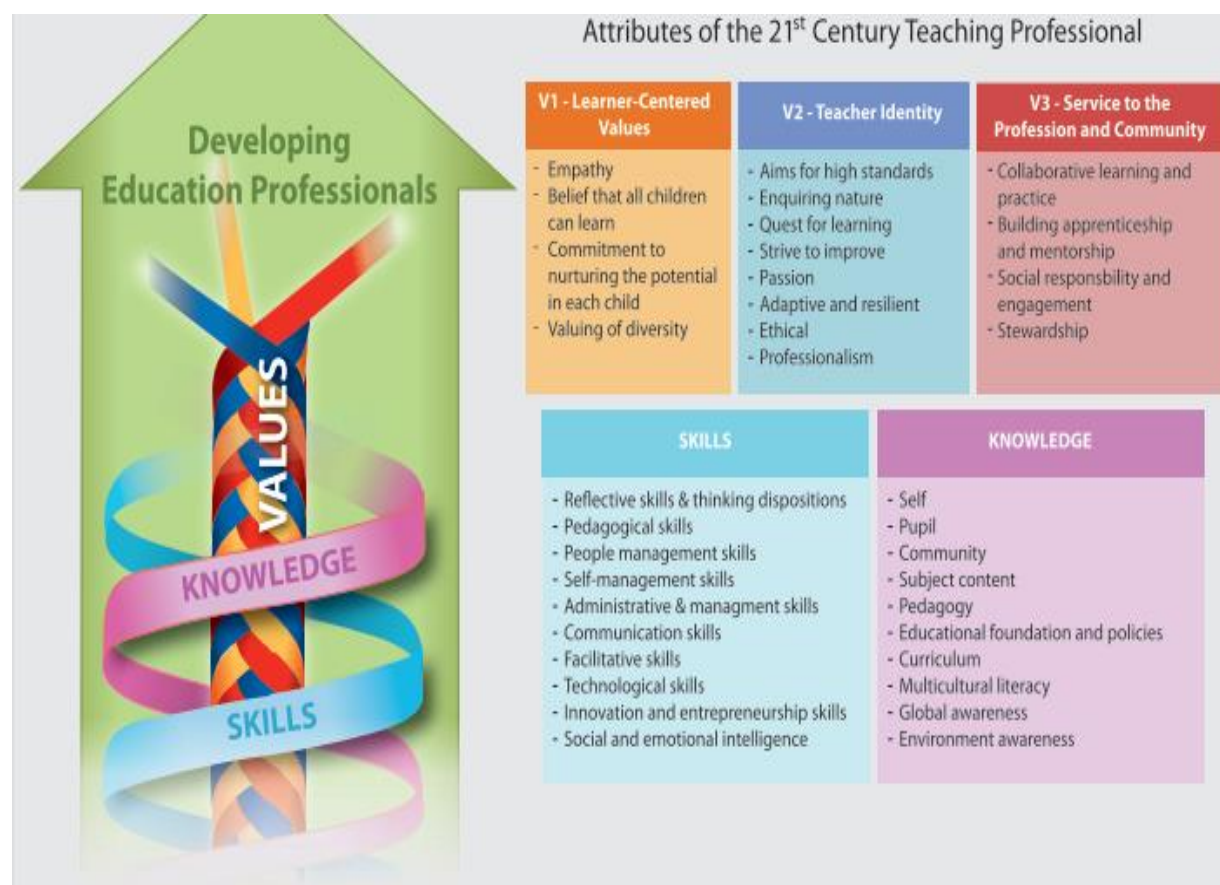


Figure 2.3. New values, skills and knowledge (V³SK) Model as cited in *A Teacher Education Model for the 21st Century* (2009, p. 4)

For TEs in the OECS and in general, each framework can be considered valuable. Collectively, they provide insights into how critical the responsibilities and expectations are for TEs development. They also point to the level of support they will need to become TEs of quality, if quality education is to be realised for all learners in today's world.

While I have not discarded the value of each framework or model, Loughran's (2014) work, when compared to the other models, provides the preferred representation of not only what TEs should know and do but unlike the other models, it provides a possible pathway to accomplish it. Its two-fold nature sets a vivid picture of how both the acquisition of knowledge, skills and values are linked to how the TE ought to develop within the process of becoming and experiencing the scholarly attributes of a TE.

If teacher education programmes, to include that which the OECS offers, are designed to incorporate most of the ideas discussed or portrayed in the models, then our TEs would be better prepared to meet the needs of student teachers in the ever-changing educational landscape. Hence, how they become TEs along with their prior professional qualifications, experiences and competencies could be useful indicators of how well they would assume their responsibilities with the knowledge, skills and values they possess.

2.2 Becoming teacher educators

How one becomes a TE could be a useful indicator of how they will and should be developed in-service. The literature is replete with accounts of how one became a TE and how continuous development occurred or not. It is clear that practices vary from country to country since there is no established set of procedures or requirements that are observed since the field is still developing (Goodwin et al., 2014). For example, the European Commission (2013) points out that in Finland, a Master's degree with advanced education qualifications is required; in Sweden a PhD; in Ireland, several things are considered such as: having a qualification higher than the level of teaching and teaching experience in primary or higher levels depending on the area for which employed. In the OECS, TEs are recruited largely because of prior teaching experiences, in addition to the qualifications they possess, which should at least be a Bachelor's degree.

Murray, Czerniawski, and Barber (2011) point out that in the UK, TEs are usually recruited from schools without doctorates or research backgrounds. However, these TEs would have to be placed on probation and may be assigned to teaching duties only.

In other words, they are recruited because of their professional experience as school teachers but their limitations as academic professionals are mitigated by these measures. Despite this strategy that is intended to aid in their adjustment to the role, the transition to becoming HE academics can still be problematic (Murray et al., 2011a; Griffiths et al., 2014). Boyd and Harris (2010) argue that without careful attention to how the workplace environment impacts the work and development of new TEs, they are most likely to continue functioning as school teachers without developing the practices and identity of an HE academic. Therefore, the transition to becoming HE academics might be even more difficult. Additionally, TEs may have also been selected for the post on the merit of being “good” classroom teachers. Murray and Male (2005) interpret this as meaning they have led successful careers in teaching. In some cases, individuals have held management positions in schools. Despite the prevalence in the international arena that a correlation exists between good classroom teachers and good TEs, Knight et al. (2014), argue that the evidence is still unclear. In becoming TEs, participants from a study conducted by Goodwin et al., (2014) in the United States, expressed that they became TEs by: happenstance; luck from having had a doctoral degree; having had research opportunities or graduate assistantships; having supervised student teachers; and having had invitations to teach pre-service courses. However, despite not just being drawn directly from school teaching, the participants still felt that their preparation was inadequate to fulfill the expectations of a TE.

The difficulties TEs face may also be different depending on what their responsibilities would be in their new roles. TEs come to the role with different backgrounds and experiences and this could impact how they adjust and develop over their careers. For example, a TE who comes from a school-teaching only background as opposed to one who comes directly from an academic or research-based track with or without a teaching background could experience similar but different challenges within the HE setting as they exercise their teaching and researching skills. These circumstances and challenges associated with becoming a TE and adjusting to the responsibilities in their roles present identity issues at different points in their TE careers.

2.2.1 TEs' Professional identity maintained, lost or gained.

The literature reports on narratives about how individuals became TEs. Significant to this change is how they retained identities as school teachers, wrestled with losing the old identities to finally assume new and different TE identities in the various stages of development. Karagiorgi and Nicolaidou (2013) acknowledge that TEs' professional identity appear to be "multi-faceted" (p. 785), serving various aspects of teacher education in different roles. Similarly, Boyd and White (2017) point out that all TEs can have multiple professional identities: "school teacher, HE teacher, researcher, consultant and leader" (p. 126). Their experiences, development over the years, preparation for the role, transitioning and how they are supported in the role, all contribute to who they become as TEs. To aid TEs' identity construction over time, Conklin (2015) and Murray (2010) agree that time should be taken for formal preparation of TEs prior to becoming a TE but with more institutional support to avoid the challenges they face as they assume their responsibilities. Boyd and Harris (2010) suggest other forms of support such as, role models, "non-formal networks" and membership in anchored in "subject discipline research networks" (p.14).

The preparation and development of TEs' changing identities in becoming academics in HE is documented in several studies. For example, if one examines Kenneth Zeichner's (2005) and Kari Smith's (2017) careers as TEs, their success can be attributed to their early experiences and passion for the field. Zeichner (2005) expresses that he had no "special preparation" (p. 117) from his institution or the university about learning how to mentor interns or about teacher education issues. His deep passion for teacher education, his observations, experiences and knowledge about school-life propelled him to engage in numerous and varied CPD activities not just about teaching but collaborating to do research with colleagues at different levels.

Smith, like Zeichner, began her teacher education career as a school teacher, and then became a student teacher mentor, followed by part-time then full time work as a TE. She then pursued doctoral studies and became a researcher and an education leader (Smith, 2017). She credits her successes in part to these early school

experiences. She noted that working in different contexts and roles have shaped her professional self and her identity which developed as her roles shifted.

On the other hand, teachers in a Greek study that Karagiorgi and Nicolaidou (2013) conducted were seconded from schools to work as TEs in its in-service training institute when programme needs arose. Although the participants (who were classified as qualified TEs) of the study had post-graduate qualifications and at least three years in a specialised field, they experienced identity challenges as they assumed roles from school teacher to TEs in HEIs. Although two of the six participants had completed doctoral studies, they had never taught student teachers. In short, the TEs were selected because of paper qualifications and experiences as school teachers but this was not enough. Participants in another study that Murray and Male (2005) conducted were all experienced school teachers when they accepted positions as TEs but with little or no preparation for the role. The participants from both studies shared that they could have benefited from the acquisition of new knowledge and skills in the pedagogy of teaching through an induction course. How to teach adults in HE was another area of need. They had to come to terms quickly with their new responsibilities as they experienced identity confusion, since they had not developed confidence in the role as TEs. For example, the Cyprus teachers all saw themselves as school teachers, perhaps because they were seconded from that post. The TEs in Murray and Male (2005, p.130) expressed that mainly during the first year they had now become novices, “feeling exposed”, “de-skilled” and “vulnerable” when once they were experts in their own rights as school teachers. Their “substantial self and situational self”, terms coined by Southworth (1995) cited in Poyas and Smith (2007, p. 314), suffered some misalignment, and this condition dominated their first three years as TEs. Competing priorities (personal and professional), their weak research records and competencies placed the participants of these studies at a disadvantage when compared to other colleagues who had strong research backgrounds. So in trying to fulfill their roles, they would more likely concentrate on teaching requirements which was their “comfort zone”.

A weak research culture with weak skills among TEs in a teacher education institution would be problematic for these TEs since they would not be able to fulfill their

research responsibilities adequately. Hence, it may be possible that their identity challenges as researchers could be one way to pinpoint their leaning needs and areas for support as evidenced in the following study.

Griffith's et al. (2014) case study of 12 mid-career TEs with experiences ranging from 7 to 20 years in the role used living graphs to map their professional learning and views over their career journeys. These mid-career TEs who were drawn from an old university and a new university, expressed similar challenges (for example, having to learn to teach adults) as those who entered teacher education with limited preparation. However, having passed through the first five years of transition, and although challenges still existed, the TEs registered transformations in their identities. They also experienced areas of growth as they transitioned. Participants from both universities expressed that their teaching roles were still central to what they wanted their role to be at this point in their careers, although there was a greater focus on research at the old university. Only one participant who was a TE for 20 years was steeped in a long-standing record of collaborative research and publishing. It is noteworthy that the TEs in mid-career stage would have developed coping skills which in many ways helped them progress in their careers. Their TE identities were now gaining strength and their pedagogical skills and research skills were taking root. Within a supportive, organised culture and environment the mid-career TEs, therefore, after five years were now developing skills, knowledge and attitudes befitting of the requirements of a vibrant teacher education field.

The TEs' in the different groups experienced identity changes. These changes some of which were problematic, shifted depending on their workplace environment; their resilience as individuals; and time. Not only did they develop competencies in pedagogy and research skills in a supportive environment if they were lacking, but if the environment did not demand major shifts in responsibilities, such as that of researcher, the TEs continued to function, for example, as school teachers.

The proximal processes (Bronfenbrenner, 2005d), that is, CPD activities, their personal traits, the context in which they developed, and time, in these studies, were factors that were instrumental to the TE's transition and further development.

Bronfenbrenner & Ceci (1994) argue that the personal resilience and ambitions each person has for succeeding, and/or the quality of support from colleagues on a fairly regular basis over a prolonged period, can aid transition between roles. This notion can be applied to TEs and can result in their eventual emergence of a professional identity as TEs.

The TEs in the OECS could be experiencing similar issues, that is, difficulty separating themselves from the school-teacher image to becoming an academic in HE. Already, it can be assumed that with a school teaching background only, they could face similar problems as reported. However, with responsibilities which do not involve a strong research component, they may not be adequately guiding teachers to fashion what Boyd (2016, p. 15) refers to as “interplay”, that is, critical evaluation and use of “public knowledge” (scholarly literature) and “practical wisdom” (workplace experiences) to inform and improve their practices.

2.2.2. Profiling TEs in the initial stage.

With the insights from TEs’ experiences in the literature, I have profiled TEs in according to their qualifications, teaching and research experiences. I consider these areas key to understanding who each TE is at the time of assuming the role of a TE. Doing so could indicate whether they may have had teaching experiences (school and HE), direct training in teacher education at or beyond postgraduate level and what their research background represents. This profiling may serve to identify to some degree what CPD they may require as they develop their identities, knowledge, skills and values. I propose that TEs in HE who formally teach student teachers may fit into any of the following categories at entry:

1. School teachers/education administrators with Certificate/Postgraduate in teacher education, Bachelors, Masters and Doctoral degrees who have been transferred into HE/colleges with little or no TE experiences and limited experience in research
2. Graduates with Bachelors, Masters and Doctoral degrees with limited or no teaching experience but have a research background

3. Graduate teachers with Bachelors, Masters and Doctoral degrees with direct training in teacher education (for example, as a part-time TE, mentoring teachers in schools or formal practice teaching as a TE) but have limited research background
4. Graduate teachers with Bachelors, Masters and Doctoral degrees with direct training in teacher education (for example, as a part-time TE, mentoring teachers in schools or formal practice teaching as a TE) but have an active research background

Although these categorisations are not exhaustive, they give us a point of reference that can help to understand the identity issues TEs may face especially within the first five years of assuming the role, the period that Murray and Male (2005) claim can be problematic for them as they adjust. Griffiths et al. (2014) have attributed this difficulty to a lack of formal preparation, as well as induction and support as they transition.

Whatever the TEs' past teaching experiences in the OECS, that is, in schools, part-time teaching or knowledge gained from doing formal teacher education courses, coupled with their new roles as they transition into this career path in becoming TEs, they should be given adequate attention and support through CPD activities to build their knowledge, skills and values. A "differentiated" approach to TEs' CPD (because they may be at different stages of development and have different needs) may be a suitable response to help in solidifying their identities, and improve motivation and competencies. Without the services of TEs who have been trained rigorously and continuously to teach teachers how to teach and make sense of theory and practice or interplay, it is quite possible that the training of our student teachers in the OECS receive may be inadequate.

Whether CPD occurs naturally or not among the TEs in the OECS and others around the world, there needs to be greater accountability among educational leaders and TEs themselves for how they are developed and supported in their careers. Hence,

as they transition and develop in the roles throughout their careers, their CPD may be vital to ensuring they are equipped to fulfill their responsibilities as TEs.

2.3 TEs as lifelong learners

Jarvis (1999) contends that adult educators have constantly lobbied for lifelong learning, that is, the type of learning that should become part of everyday life. He further claims that governments have now embraced the concept. Lifelong learning is intended to further develop the knowledge, skills and competencies of all persons throughout life. The European Commission (2013) considers lifelong learning to be part of TEs' everyday work because of the changes that occur in areas of their work and notes that it is necessary for their continued high quality performance. CPD according to Friedman and Phillips (2004) is classified as part of lifelong learning. Therefore, TEs' participation in CPD is one of the processes that can help sustain their quality of work.

2.3.1 Understanding CPD.

Within the literature, CPD has varied meanings and is valued differently in various professions (McMillan, McConnell, & O'Sullivan, 2016). Friedman and Phillips (2004), in looking at the concept in general, are of the view that CPD is ambiguous because of the lack of clarity of its definition both in the academic and practitioner literature. It is perhaps because of its "fragmented" and its "under-theorised" nature (Kennedy, 2014, p. 689) that can explain why the term is seemingly loosely conceived in the literature. Professionals view CPD as training, as a way of keeping current and for upward mobility according to Friedman and Phillips (2004). Distinctively, Friedman and Phillips point out that professional associations consider CPD to be part of life-long learning; a means for building one's career and personal development; accountability of quality service, and assurance of competent and capable workforce among professionals in the public's eyes.

To have a twenty-first century notion of CPD, Boud and Hager (2012) advocate its close alignment to the practice of professionals. They claim that simply participating in an array of activities which bear no relation to the day-to day practice and context, in

which the individual works, is pointless. For example, for a lawyer in Canada to be qualified as a mentor, a rigid CPD programme must be followed between mentor and mentee (Hansman, 2016). For medical physicists to practice legally and safely, they must engage annually in a specified quota of learning activities (Round et al., 2012). It must be noted that while some professions must complete prescribed activities, this requirement does not hold for all professions since there may be a level of flexibility depending on the needs of the individual at a given time in their career and those of the organisation for which they work. CPD is meant to enhance one's professional competencies and outlook in their careers and the receivers of service output concurrently enjoy the benefits.

In Education, as in other professions, Guskey (1995) and Livingston (2014) argue that there is no single approach to CPD. Smith (2003, p. 203) claims that professional development in education is continuous and that it has no "fixed route". Although there are different models proposed in the literature, Herbert and Rainford (2017) contend that the CPD that transforms someone from novice to expert are derived from practice, reflection and in exploring more in the field of one's practice. Craft (2000) cites several reasons for undertaking CPD to include: improve job related skills on a group or individual basis; to foster career development and job security/promotion; job satisfaction; enable the teacher to prepare for change; enhance the professional knowledge and understanding of the teacher, to name a few.

The Caribbean Community (CARICOM) Task Force for Teacher Education in its 2011 report on establishing standards for teachers defined CPD as:

Any professional learning activity beyond initial teacher preparation [sic]. It includes the range of learning programmes from formal courses leading to additional qualifications to workshops and short courses and informal collaborative activities geared to special purposes. Also is referred to as in-service professional development. (CCTFT, 2011 p.10)

This definition although intended for teachers, suggests some awareness that CPD entails a range of learning programmes. These activities would not just formal but informal and are designed to meet special purposes.

These views about CPD suggest that persons are motivated to engage in CPD for personal and/or professional gains. However, the development is intended to create improvement in one's practice over time. This translates into the individual and their organisation having input into what CPD activities they need so that they become more competent and satisfied professionals. Some of these reasons may or may not be applicable to other professions, for example, medicine which Lunenberg, Dengerink and Korthagen (2014) claim explicitly identifies its own norms and values. The field of education offers a greater degree of flexibility in CPD for teachers and teacher educators because of the nature of the profession. Hence, my operational definition of CPD which was presented in Section 1.1.2, decisively takes into consideration a wide array of CPD activities that TEs could pursue continuously for different reasons depending on their needs at different points in their career. My definition conveys that the autonomy that Loughran (2014) believes TEs should possess, enables them to guide their own CPD instead of others dictating and planning for them without their input. While TEs' CPD does not exist in a vacuum, as classroom teachers now in the role as TEs, what they should know and do, in some ways cannot be separate and apart from the work and activities of teachers.

2.3.2 Relationship between teachers' CPD and TEs' CPD.

It is apparent that TEs have similar CPD needs to those of teachers, but need other specific knowledge and skills beyond those of a school teacher. They need to keep up to date whilst producing the next generation of teachers, together engaging in additional and more specific CPD for being TEs. Teachers may participate in CPD for different reasons. One reason given in Guskey (2010) is that they want to improve their practice, and their beliefs about the benefits of CPD will make them want to participate.

Hence, CPD activities about assessment, classroom management, teaching strategies and curriculum issues, among other areas of interest would be part of teachers' CPD. Therefore, the relevance of the variety of CPD activities for teachers becomes just as important for TEs to engage in them since they are expected to model to student teachers what good practice looks like. On the contrary, Loughran (2014) notes that the "professional autonomy and responsibilities" (p. 271) between both teachers and TEs mark the difference between their professional development. Zeichner (2005) argues that TEs require different expertise. TEs' autonomy and responsibilities define their roles and their general expectations, resulting in the need for specific professional development pathway (Kelchtermans et al., 2018). However, Smith (2003) contends that the principles remain the same, but the actions, in terms of approach and intensity, may differ. For example, the activities related to conducting and producing research about TEs' work will be needed at a higher level given that research is said to be an important part of their development (Murray, 2010; Tack & Vanderlinde, 2014) and school teachers too, have been encouraged to make research part of their practice. With this realisation, I have represented this view in Figure 2.4.

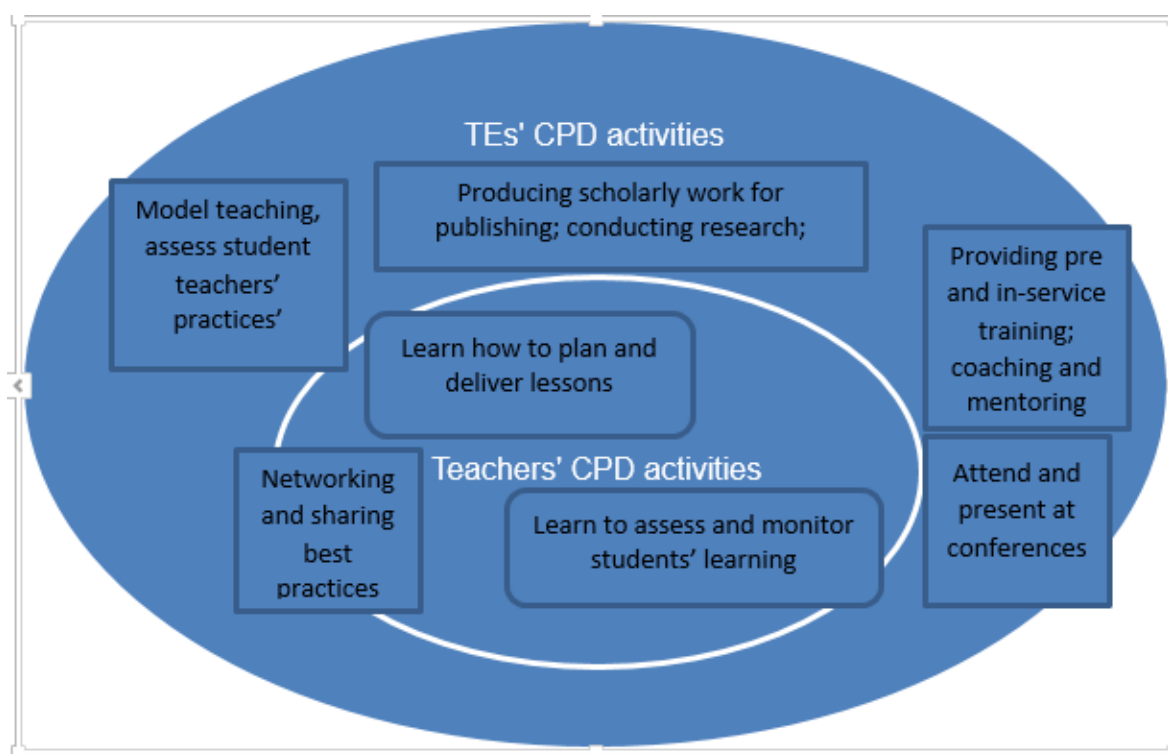


Figure 2.4. Illustration of TEs' CPD activities in comparison to teachers

From the ensuing discussions, it can be deduced that there is an inextricable link between the CPD activities of TEs and that of teachers. TEs should be able to influence and model best practices to the teachers in their charge to develop an inclination towards participating in different kinds of CPD. Therefore, TEs need to go beyond the CPD activities characteristic of school teachers to gain expertise as represented in Figure 2.4.

In the OECS, where arguably CPD is not engrained in the teaching culture, especially where TEs are concerned, its management is *ad hoc* and limited with no CPD policy in existence within the territories (*Evaluation and Reform of Teacher Education Programme [Draft Report]*, 2017). Hence, an attempt in identifying the CPD activities which have been part of the TEs' professional lives may, however, reveal practices which depart from this conception. How CPD and associated activities contribute to TEs' personal and professional development will need to be clearly understood, articulated and valued by TEs and other education stakeholders.

2.3.3 TEs' development through CPD.

Zeichner (2005) noted over one decade ago, that the field of teacher education was considered low-status in many research universities within the United States. This may, in some ways, have accounted for the disregard that has been accorded to TEs' professional development (Kosnik et al., 2015) over the years. Knight et al. (2014) assert that very little is known about the education of TEs and that their CPD has not been a subject thoroughly researched comparatively with that of classroom teachers. Additionally, others in the literature raise concern about the level and quality of preparation and support TEs receive, not just in the induction phase (Conklin, 2015; Murray, 2008) but their CPD provisions throughout their careers (Karagiorgi & Nicolaidou, 2013; Loughran, 2014).

Continuing Professional Development (CPD) is proposed as a critical tool for TEs to be firmly grounded in updated and appropriate practices. CPD is relevant especially when one considers Murray and Male's (2005) assertion that most TEs have been school teachers, enter HE as workers with mainly experiential knowledge as a strength

but with little or no formal preparation. Instead of the practice of simply transitioning TEs from schools into the role of TEs in HE, Goodwin and Kosnik (2013, p. 334) argue that what appears to be a “simple two-step process” is not acceptable practice because they believe a TE’s identity is fashioned over time. Although this may be the case, Livingston (2014) believes that different approaches and forms and types of CPD will vary at different points in TEs’ careers depending on the purpose, context and their specific abilities and needs. Despite these views, the resources within particular countries and demand for TEs may not allow for the induction process to occur as it should.

Goodwin and Kosnik (2013) remind us that quality TEs equates to quality teachers. This means that the learning environment and experiences which TEs provide for their student teachers would contribute to quality teacher development (Postholm, 2012). The impact of how they develop as educators, therefore, has far-reaching implications for the teaching profession, their student teachers and ultimately the success of learners. Hence, their continuous engagement in a variety of professional learning activities is advisable and necessary without which they will experience deterioration in professional performance (Friedman & Phillips, 2004).

I argue that our TEs in the OECS, given that they have had very little or no formal preparation in becoming TEs, should be no different. They should make themselves amenable to constant opportunities for growth, choosing those kinds (forms and types) of CPD activities that meet their learning needs and that of their institution. Furthermore, TEs’ choices should include, as appropriate, transmissive, malleable and transformative intentions (Kennedy, 2005; 2014) to ensure adequate exposure to a variety and various levels of complexity of CPD activities.

Considering the plethora of CPD activities mentioned in Craft (2000) and West-Burnham and O’Sullivan (1998), in my view, there exists under the CPD “umbrella”, a wide variety of CPD activities which include but are not limited to: journaling, action research, award-bearing courses, coaching, team processes, job-shadowing, reflective practice. I have reasoned that these CPD activities can be grouped into two kinds - forms and types which I have created and illustrated in Figure 2.5. This categorisation is necessary since it captures and organises CPD activities on two notable levels which

offer different perspectives and allows for better accounting of OECS TEs' practices in my study. Each kind of CPD activity is examined below but it is noted that there may be some overlapping of both categories.

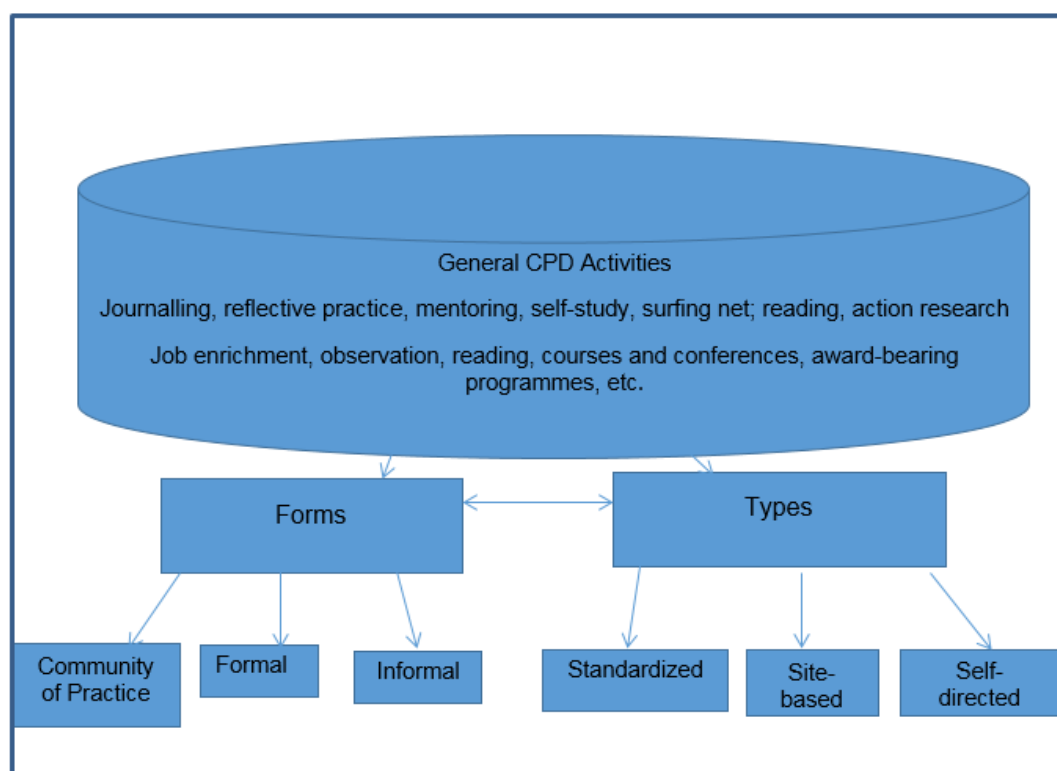


Figure 2.5 Forms, types and purposes of CPD within TEs' world of work

2.3.4 Forms of CPD activities.

Although Kosnik et al., (2015) are of the view that there is limited research on TEs' CPD, they have suggested that the activities of this complex phenomenon should be categorised as Formal, Informal and Communities of Practice (CoP). The CPD activities, (examples of which were mentioned earlier), may fit logically into any of the three categories that Kosnik et al. (2015) mention given the definitions. Kosnik et al. identify formal CPD activities as those that pertain to structured activities which may or may not be optional to include: research mentoring and supervision, attending and

presenting at academic conferences, conducting or engaging in action research, engaging in and completing formal studies. These activities are performed in an official sense.

On the other hand, Informal CPD activities as described by Kosnik et al. (2015) are not mandatory and may occur individually or alongside others and include reflective practice, dialogues with professional colleagues, and/or team planning and teaching. They further explain that CoPs are “formalized and structured but not institutionally mandated” (Kosnik et al., 2015, p. 56). These in my estimation would involve groups engaging in networking activities, online blogs and forums, to name a few, which are of mutual of interest to participants, learning collectively and sharing (Wenger, 1998a). If one considers all three forms, formal CPD may be more easily accounted for in certification and professional development hours since they may be documented and institutionally sanctioned.

Murray (2010) expounds on the idea behind formal and informal learning opportunities. She argues on the premise that much learning occurs informally among colleagues as they work with each other as opposed to formal learning which may generate qualifications from universities. Similarly, Boud and Hager (2012) contend that learning for the professional should be “situated” (p. 27), that is, locating CPD in the professional’s day-to-day practice but related to their needs. They further claim that although formal CPD has great value, informal CPD enables the professional to develop within the context of the work environment through the application of knowledge and skills gained from formal CPD. CoPs, on the other hand, engages professionals in social practice through commonly shared enterprises over time where the participants not only challenge and consolidate their learning but gain professional identity and meaning (Wenger, 1998b).

In absence of particular documentation about CPD in my context, I have chosen to adopt Kosnik et al.’s. (2015) identification of these three CPD categories and label them ‘Forms’ of CPD activities because they align well with my experiences of CPD activities. It also helped in the development of my conceptual framework and research tools. The TEs in my context would most likely participate in some of the different forms

of CPD but the extent to which this is done is not known since documentation about and research on such practices are scarce or non-existent in the OECS.

The expectation, therefore, is for TEs to embrace professional growth which include and resemble a spectrum of lifelong learning engagements throughout their careers (Karagiorgi & Nicolaidou, 2013). Nevertheless, there needs to be a good balance since TEs generally would all have varying needs at different points in their careers; they teach different subject disciplines; their propensity towards CPD differ; and their students' needs vary. All these issues bring different responses to CPD participation and outcomes.

2.3.5 Types of CPD activities.

A further distinctive categorisation of CPD activities I felt necessary for my research was 'Types' since these CPD activities differ because of the conditions and flexibility under which they occur. Further knowledge of the types of CPD TEs in the OECS was of interest to me and contributed to my conceptual framework. Gaible's and Burns' (2005) categorisation of: site-based, standardised and self-directed seemed plausible given my CPD experiences and review of the literature. As Gaible and Burns (2005) explain, standardised professional development is centralised and used to train large groups of teachers such as in workshops, so that a large quantity of persons can receive the same information at the same time; site-based ones usually take place at a specific location with a specific group of persons aimed at solving a common issue.

Gaible and Burns (2005) further explain that self-directed professional development is initiated and designed by the individual to meet their immediate and ongoing learning needs and goals. Although the idea of types of CPD was applied to Information Communication Technology (ICT) training in Gaible and Burns (2005), this categorisation is also relevant to CPD in other disciplines. For example, generally, an action research project that TEs conduct could be done within their institution, that is, site-based to address a specific issue. Department of Teacher Education (DTE) may choose to host site-based sessions on campus to conduct training related to technology, such as demonstration in the use of an interactive white board or other

technological tool. Another example which targets workshops could be those conducted by the Joint Board of Teacher Education (JBTE) in my context. In these workshops TEs within the same discipline assemble for moderation activities to ensure standardisation when marking exam scripts.

Self-directed suggests the use of learning opportunities that TEs organise at their discretion, and being capable of deciding what they wish to learn (Marquardt & Waddill, 2004). In this way, TEs could engage in a myriad of CPD activities that are personally driven and which may or may not require collaboration. Reading and reviewing material in preparation for teaching a course, keeping a reflective diary, choosing to pursue an award-bearing course for personal and professional benefits are considered self-directed since they are done in their own time to suit their specific needs.

Both forms and types of CPD activities are interrelated and so complement each other, that is, one form of CPD can be aligned with a type of CPD. For example, an action research project may be formal or informal and site-based. Exam moderation exercises are usually formal and standardised. Such combinations are explored in the next section.

2.3.6 Overlapping occurring in forms and types of CPD.

While forms and types of CPD activities are distinct, I am of the view that these activities present some overlap depending on the purpose for the CPD when one considers Kennedy's (2005, 2014) models of CPD. How and where the CPD activities are conducted is fluid given the way knowledge is communicated, generated and disseminated. For example, with the countless technological tools at our disposal, just about anyone can access and disseminate information which can aid professional development using mobile apps, web tools and social media (Stevenson, Hedberg, O'Sullivan, & Howe, 2016). Another example is self-study as a formal, self-directed CPD activity (Murray, 2010). The following combinations or overlaps are possible and graphically illustrated in Figure 2.6.

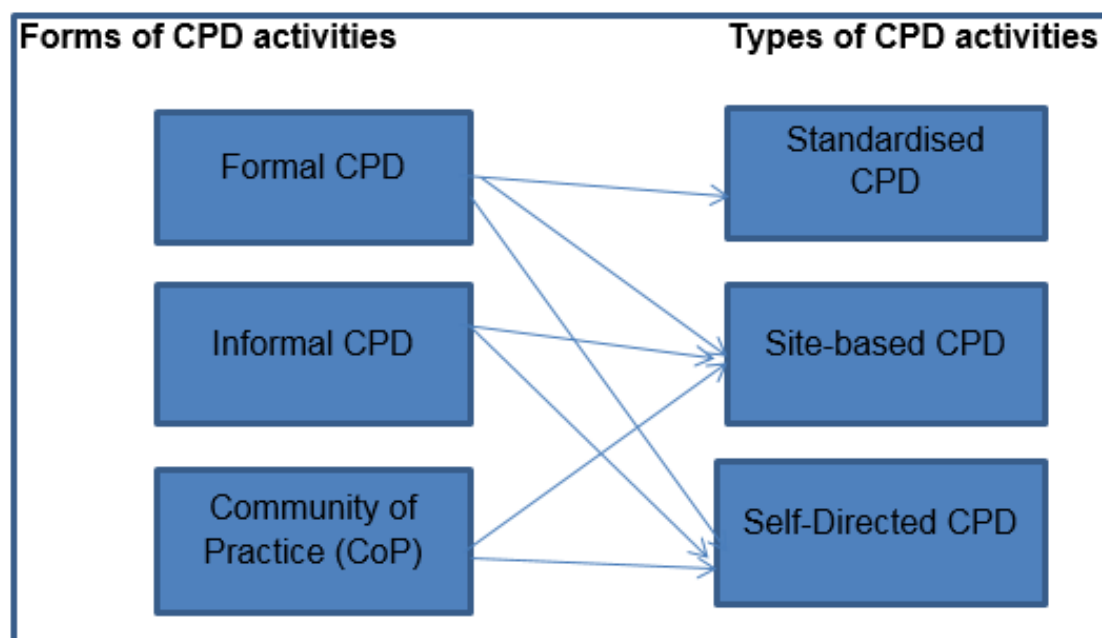


Figure 2.6. Overlap of forms and types of CPD

Formal CPD activities spread across the types of CPD activities owing to the limitless variations of CPD prospects. Self-directed types of CPD activities range from within formal, informal to Communities of Practice (CoPs).

This suggests that this type of CPD is individually motivated and could be most common among TEs because of ease of access (especially where time is concerned), value and purposes the CPD activities offer to the individual. In general, the identification and connections made between forms and types of CPD suggests an array of flexibility of CPD options for individual or collective use. Hence, in investigating the CPD of TEs in the OECS, gaining a good idea of the forms and types of CPD they engage in could enlighten educators about the choices and relevance of their activities to their practice. In so doing, decisions can be taken about how they may be better supported.

2.3.7 Purposes of CPD activities.

Two models or frameworks of CPD purposes were examined and guided my understanding of the concept for my research. However, these frameworks referenced

teachers but in my estimation, both may be applicable to TEs because of the opportunities for ongoing learning that they both offer.

Bolam's (1993) model cited in Craft (2000, pp. 17-18) of CPD purposes include: practitioner development (institutionally based and includes mentoring, job shadowing), professional education (award-bearing courses which address theory and practice information), professional training (activities which focus on the development of practical skills) and professional support (activities that are designed to meet institutional requirements such as appraisal and promotion).

Kennedy (2014) and her earlier work in 2005, offer a comparative analysis of various CPD models. Her amended 2014 analysis illustrated in Table 2.1, represents a re-conceptualisation and mediated approach of models set within "categories of purpose" (p. 692). These models pinpoint the circumstances and the nature of the knowledge that each model can generate. The three broad categories of purpose are: Transmissive (Training, Deficit and Cascade models), Malleable (Award-bearing, Standards-based, coaching/mentoring, CoPs models) and Transformative (Collaborative professional inquiry models).

Table 2.1**Spectrum of CPD models** (adapted Kennedy (2014, p. 693))

Purpose of Model	Examples of models of CPD which may fit within this category
Transmissive	Training models Deficit models Cascade model
Malleable	Award-bearing models Standards-based models Coaching/mentoring models Community of practice models
Transformative	Collaborative professional inquiry models

Transmissive purposes denote receiving and dissemination of knowledge through and from training exercises and which can address weaknesses in practice. Malleable purposes would refer to efforts that work towards and within standards alongside others that are aimed to develop skills and knowledge through various means resulting in greater autonomy of the professional. Transformative purposes are intended to further improve practice through professional inquiry and research activities which will inform policy and practice resulting in meaningful changes. The revised spectrum of CPD model provides additional insights into the fluidity CPD activities represent, depending on the needs and desired outcomes. It also points to the conundrum of choices and decisions teachers, TEs and education leaders can make about CPD engagements for individual and collective good.

Both models address individual and systems needs. I, however, I advocate for a good balance between these needs depending on the desired outcome of the CPD.

My awareness of Bolam's model but preference for Kennedy's (2014) model for my research is based on the flexibility, the relevance and latitude the latter model allows when applied to TEs' CPD needs. The complexity of TEs' roles was also taken into consideration. In particular, when I consider the malleable category in Kennedy's model which allows for teacher agency and opportunities to exercise more professional autonomy, it suggests that TEs are poised to direct the future of teacher education in any context.

The conceptualisation of kinds of CPD into forms and types appear convoluted and messy but learning is a social activity that does not occur in a "neutral context" (Kosnik et al., 2015, p. 54) nor is there a single pathway. It occurs in several settings, some occurring concurrently, and hence, my reason for devising Figure 2.7 below to illustrate how the concepts denoting kinds (forms and types) of CPD activities connect and relate to the fluidity and flexibility akin to the teaching profession. This new construct, in my opinion, offers a logical and reasonable representation for the myriad CPD activities and the purposes for which TEs would want to engage in them.

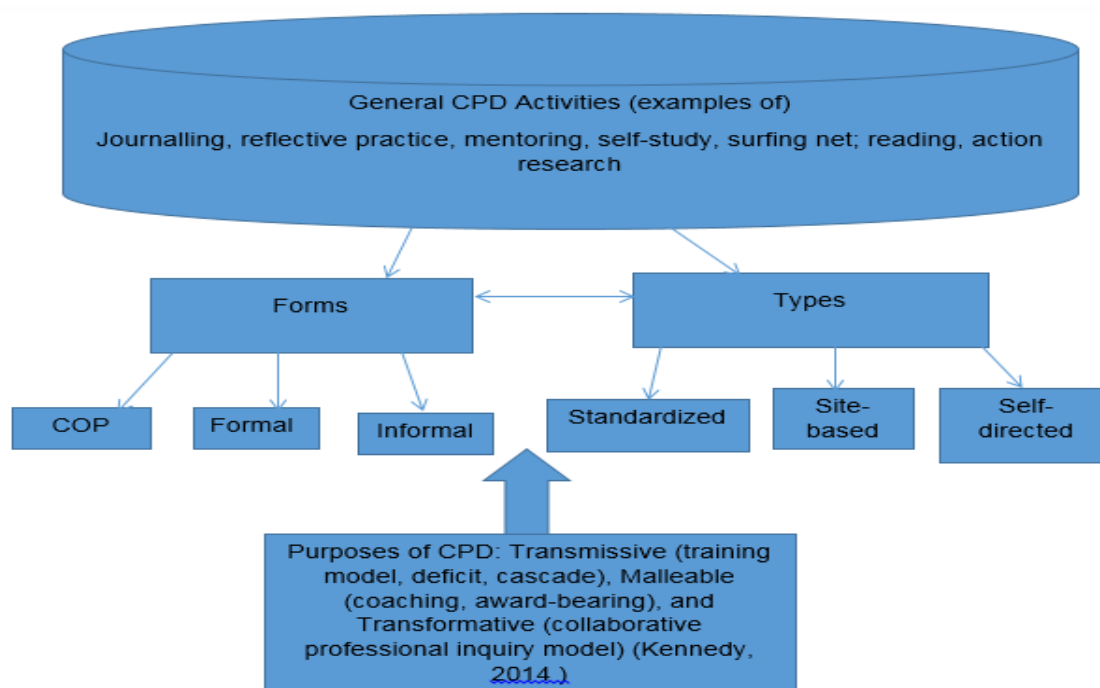


Figure 2.7. Forms, types and purposes of CPD activities within TEs' world of work

2.4 An enabling CPD culture for TEs

Although there are contextual factors identified for promoting TEs' CPD and some successful efforts have been made in this direction, there remain challenges or hindrances. Contextual barriers exist that are within and outside TEs' control. Although the Korean context of teacher education does not mirror that of the OECS, there are lessons to be learnt from Hwang (2014) and other works that can guide the decisions we should make to address the CPD of TEs. It is with this awareness that I present the following arguments for a CPD culture for TEs' work, a culture that will inadvertently benefit all concerned.

2.4.1 Valuing CPD.

Although Dean, Tait, & Kim, (2012) claim that professional development presents a decrease on resources such as time, finances and effort, this should not deter individuals, institutions, governments and policy makers to invest in this important area of TEs' professional learning. There is a greater price to be paid if TEs are not adequately prepared with appropriate CPD activities at induction and throughout their careers in their role of educating teachers. Goodwin's et al. (2014, p. 284) point is again reiterated, that is, "Quality teacher education relies on quality teacher educators". The outcome of resources invested wisely at the apex of our education system, that is, in the CPD of TEs, will more likely result in favourable students' achievements. Joseph et al. (2005, p. 17) contend that across the Caribbean, inclusive of the OECS, acknowledging the "profound truth ... that the quality chain begins and ends with the teacher educators", is perhaps testament of our awareness but slowness to act in realising this truth. Every level should exercise a collaborative effort to ensure that TEs are exposed to and participate in various forms and types of CPD depending on TEs' needs, those of the organisations to which they belong and system-wide. The purposes of the CPD should therefore be clearly articulated and outcomes identified.

In enabling a CPD culture within the context of TEs' work, the factors that promote and or hinder such a culture need to be known. Secondly, the necessary mechanisms to foster a healthy culture for TEs' CPD, is required.

2.4.2 Factors promoting TEs' CPD.

In Hwang's (2014) study, TEs identified institutional influences as the main area of concern for TEs' CPD. Institutional assessment was said to be useful for their improvement in the Korean context. However, Smith and Welicker-Pollak (2008) caution about how one form (standardised student feedback) is used to aid TEs' CPD. They claim that if it is used for managerial decision-making rather than programme improvements it can present tensions among TEs, reaping counterproductive outcomes. They advise that the institutions should translate the results into useful professional development activities for both TEs and institutions to benefit.

Another factor within institutions in Hwang's study that promotes TEs' CPD is salary incentives. Sixty-one (61) percent of the participants agreed or strongly agreed on this point. This suggests that if persons are rewarded financially for participating in CPD they will likely engage in it. One participant in Griffiths et al. (2014) admitted that she became tactical in choosing what CPD activities she engaged in because of promotion opportunities. Other salary incentives could include: increments for attendance of recognised short courses which are a requirement for staff. Without such incentives, TEs who have no institutional or personal motivations for undertaking CPD may resist pursuing CPD activities.

Positive support from senior managers was viewed as an enabling factor for CPD (Griffiths et al., 2014). Such support could enable TEs to engage in self-assessment, change their views as they work and discuss ideas with other faculty members and implement change (Livingston, 2014). Zeichner (2005) endorses a supportive collegiate culture in the Teacher Education field since he benefitted tremendously from this form of support.

Professional agency (Toom, Pietarinen, Soini, & Pyhältö, 2017), like teacher agency, in my view, is not just related to student teachers' cognitive and behavioral ability to engage in direct and purposeful efforts of learning about teaching and learning. Professional agency can also be applied to TEs' motivation, self-efficacy and commitment to the field. Through professional agency or teacher agency, TEs would be

drawn to participating in CPD activities which they find useful to their own development without having to be influenced by their institution especially at the point where their substantial and situational selves are aligned. In a Turkish study which explored the professional development of TEs as learners, Gokmenoglu, Beyazova, & Lu (2015) report that the findings revealed that TEs were highly motivated and enthusiastic about gaining the relevant knowledge, skills and values about their work. This personal and professional mindset caused them to engage in a variety of activities although they encountered scarcity of time, heavy workloads, administrative responsibilities and other factors. This finding is indicative of the dedication TEs have to their roles and the resilience they can demonstrate in circumstances that threaten their professional stability. However, it is not uncommon for persons to agree that CPD is important but only engage in CPD that is relevant to only their area of specialisation as is reported in Husband(2015).

The factors, therefore, that promote CPD can be realised in teacher training institutions if the environment is supportive. The converse can occur and become barriers.

2.4.3 Factors hindering TEs' CPD.

Time appears to be a lingering barrier to TEs' CPD involvement. This barrier was cited in Karagiorgi and Nicolaidou (2013), and Griffiths et al. (2014) among others. The pressure to engage in research activities is common in research intensive and upcoming research institutions. Balancing time presented a major challenge for them. Griffiths et al. (2014) argue that heavy workloads which are a common occurrence in TEs' work-life also account for little or no time to dedicate to other CPD activities. However, not everyone cited time as a barrier. Smith (2017) reports that she is able to balance both her personal and professional lives despite the many responsibilities she has as a TE and leader in the field.

Another barrier is funding to engage in CPD. Although some CPD activities may not be costly or bear no direct costs, for example, informal and CoPs CPD activities, the

formal CPD activities that involve attending international conferences, pursuing award bearing courses, short courses and research activities could be costly. Reportedly, Lebeau, Stumpf, Brown, Lucchesi, and Kwiek (2012) note that the financial downturn in many countries has caused publicly funded HEIs to experience difficulties in gaining funding for CPD. Within the territories of the OECS, funding remains a constant problem because of their small economies. Since insufficient revenue is collected, Browne and Shen (2017) suggest that alternatively, scholarships and grants are possible alternative sources for funding. This does not mean that anyone who is a TE could always freely access funding or be personally disposed to pursue training at times scholarships are available. The bureaucratic channels can be daunting making the process frustrating and difficult to access.

2.5 Policy directions.

The history of Teacher Education in countries is evidence of the high influence governments and the private sector have on HE. The value countries and regions place on education has resulted in the evolution and/or metamorphosis of teacher education over the years at different pace, accompanied by marginalization in some cases in the HE sector according to Murray and Maguire (2007). Their value on education would most likely impact the attention given to the CPD of TEs.

Understandably, professional development impacts resources such as time effort and finances but the returns would far outweigh a “drain in resources” (Dean, Tait, & Kim, 2012, p. 146). Time and costs for CPD which were related to their institutional context were two areas of concern and need that were noted by TEs in a study conducted by Hwang (2014). Hwang asserts that salary incentives could help to encourage their continued learning and sabbaticals would also be helpful. CPD policies that assess and evaluate CPD activities especially those done informally could be developed to make engaging in CPD activities more appealing. Additionally, a policy on promotion could be linked to CPD but this may not be enough to incentivise sustained engagement in CPD.

Murray et al. (2009) underscore the importance of institutions, governments and individuals alike, building strong research cultures through policies that allow for time, funding and proper mechanisms for supporting TEs grow and develop. To encourage research, Lebeloane's (2006) idea of a research and development leave policy may be implemented to encourage faculty to access sabbaticals, conduct and publish research more readily. However, if financial issues contribute to non-participation in CPD, such leave policies may not be useful.

The teacher education sector in which TEs are expected to develop need support. Without the necessary support and attention to TEs' CPD, Murray et al. (2009) believe that we run the risk of reducing the value of what could become thriving teacher education communities.

2.6 Summary

The CPD of TEs is a current issue that needs more attention than what has been given in the past. Not only should policy makers and researchers provide much useful conversations on the direction of Teacher Education but this should be done with the voices and direct input of TEs in the process (Murray & Kosnick, 2011). Day (2013) asserts that student teachers need to adapt to whatever changing circumstances they encounter. TEs are critical in providing the impetus for this to occur and they should be given the needed support to adequately fulfill their responsibilities. Consideration should be given for the challenges they face especially with their identities as they transition and develop in their roles, teaching and researching. For TEs to provide quality teaching services, they must access and become engaged in CPD activities of various forms, types and for different purposes that will help them remain current and relevant.

These perspectives about CPD activities provide an open forum for a better understanding of how flexible leaders in education and TEs themselves within the OECS should be. This would address policy demands and institutional and individual development depending on the purpose and desired outcomes.

It is imperative that with the lack of formal training, TEs should engage in ongoing professional learning in order to acquire the types of knowledge, values and skills

needed for transforming teaching and learning practices within their “complex world of learning to teach” (Loughran, 2014, p. 277). This is needed if their student teachers and ultimately students in classrooms are to be prepared for the changing trends in education and meeting local and global demands.

Many factors appear to influence how TEs’ CPD is addressed. These factors are within their chosen activities. Such activities may or may not match the relevant purposes or needs, personal characteristics and contextual conditions in which TEs work. Invariably, these factors will affect their identities and development over time. Examining and finally recognising the impact of these influences, led me to devise the conceptual framework in Chapter 3, which in part, is based on the bioecological theory of human development (Bronfenbrenner, 2005d).

Chapter 3. Theoretical and Conceptual Framework

3.0 Introduction

In Chapter 3, I will present my conceptual framework and the justification for its use in my research concerning teacher educators' (TEs') Continuing Professional Development (CPD) in my context. To do so, I will first offer a rationale for the choice of Bronfenbrenner's (2005d) bioecological theory of human development, more specifically, the Process-Person-Context-Time (PPCT) Model and examine its relevance to my research. I will next explain how I developed a conceptual framework (a combination of the PPCT Model and CPD ideas) that was used to guide the development of my research, including the analysis and evaluation. A summary concludes the chapter.

3.1 Rationale for choosing Bronfenbrenner's theory over other developmental theories

Apart from Bronfenbrenner's theory on human development, there have been earlier works which have focussed on different areas, types and stages of development. According to Papalia and Olds (1995), these theories include but are not limited to psychoanalytic theories proposed by Freud and Erikson; learning theories from Pavlov, Skinner, and Bandura; Piaget's theory of cognitive development; and humanistic ideologies advanced by Maslow and Rogers. Although Vygotsky's sociocultural theory reflects aspects of how interactions with others in their environment aid development illustrated by his zone of proximal development, his work is mainly about the use of cognitive processes in the development process (Schunk, 2004; Slavin, 1997). One striking criticism Bronfenbrenner (2005b) expressed was that most of these studies were developed in controlled environments or they failed to consider the interconnections between context, psychological, biological and time elements. In as much as these theories form the basis of much of our understanding of human development, they lack the direct experiences of the developing person in real-life ecological context. In contrast, a study by Lopes, Boyd, Andrew and Pereira (2014), for

example, used Bronfenbrenner's ecological theory to better understand the research-teaching nexus of nurses and teacher educators as they developed professional identities.

As expressed in Chapter 2, TEs continue to develop and are expected to do so as they progress throughout their careers within a changing educational landscape. Because of the nature of the TEs' role in education, their CPD must be considered not just in terms of how the environmental context impacts their development but how the person (the TE) develops jointly within the environment; what the outcomes will be and the changes that will occur with time (Bronfenbrenner, 2005d). Hence, Bronfenbrenner's bioecological theory of human development was selected since it offered deeper examination of the issues (environmental, behavioural and psychological) pertaining to human development within the CPD discourse that I have presented, as it related to the OECS. Additionally, it allowed me the opportunity of unveiling, interpreting and understanding the transitions and progress TEs had made in their CPD as they worked in the OECS ecological context within the period under investigation.

Given the characteristics, as discussed in Chapter 1, the OECS environment is peculiar to any other and, therefore, its "particular environmental conditions" would most likely produce different developmental outcomes (Bronfenbrenner, 2005a, p. 58), depending on the TEs' biological and psychological characteristics in the OECS environment. Further discussions about the theory and how it is used in my research to complement other CPD ideas follow.

3.2 Origins of Bronfenbrenner's bioecological theory

Bronfenbrenner is known as the most prolific theorist on human development because his ideas have been steadfast (Lerner, 2005). The Bioecological Theory of Human Development was brought to full development by Urie Bronfenbrenner about a decade after his earlier 1979 work, the Ecology of Human Development. Bronfenbrenner acknowledges dissatisfaction with his earlier work which he described as incomplete. He expressed that he struggled through self-reflective criticisms to improve it and has now included biopsychological aspects (biology, behaviour and

psychology) of human development to produce the bioecological theory of human development (Bronfenbrenner, 2005d). Bronfenbrenner's earlier work focused largely on how the individual interacted with context. Context, which was the base of his earlier theory, comprised of four subsystems (micro, meso, exo and macrosystems) occurring within "nested structures" (Bronfenbrenner, 1979, p. 3).

Bronfenbrenner (2005d) acknowledges that his revised theory now features the term "bioecological" which constitutes the Process-Person-Context-Time (PPCT) model (Bronfenbrenner, 2005d, p. 3). The interrelatedness of the PPCT dimensions which will be examined in detail later, accounts for the bioecological shift away from his earlier work according to Lerner (2005) and is being used to design studies to learn more about how humans develop. Tudge, Mokrova, Hatfield and Karnik (2009) claim this latest theory to be his "mature" version of his 1979 theory.

Because the constructs (micro, meso, exo and macrosystems) appear to be significant in his work, I have adopted)Bronfenbrenner's (2005b) definitions of each system and applied them to my context as follows:

A microsystem is a pattern of activities, roles, and interpersonal relations experienced by the developing person in a given face-to-face setting with particular physical and material features **and containing other persons with distinctive characteristics of temperament, personality, and systems belief** [bold used to show words added to original definition] (Bronfenbrenner, 2005b, p. 148).

For example, individual TEs, Department of Teacher Education (DTE), the wider college, home, church, clubs and other groups can be termed microsystems.

The mesosystem comprises of linkages and processes taking place between two or more settings containing the developing person (e.g. the relations between home and school, school and the workplace). In other words, a mesosystem is a system of microsystems. (Bronfenbrenner, 2005b, p. 148).

In my context, these linkages would include TEs interacting with other TEs and faculty members from their own and other institutions in the OECS territories;

interactions in JBTE sessions and otherwise, visiting schools, interactions with teachers' unions, connecting with other institutions and engaging in Communities of Practice.

The exosystem encompasses the linkage and processes taking place between two or more settings, at least one of which does not ordinarily contain the developing person, but in which events occur that influence processes within the immediate setting that does contain that person. (Bronfenbrenner, 2005b, p. 148)

In the OECS context, the ministries of education do not usually engage TEs as do their institutions but make decisions that affect them. So, too, Governing Boards, OECS-EDMU, Ministers of Education; and JBTE do not directly interact at that level with TEs but are integral in the course of their work through the decisions they make on behalf of the institution.

The macrosystem consists of the overarching pattern of micro, meso, and exosystems characteristic of a given culture, subculture, or other broader social context, **with particular reference to the developmentally instigative belief systems, resources, hazards, lifestyles, opportunity structures, life course options and patterns of social interchange that are embedded in each of these systems** [bold used to show words added to original definition]. The macrosystem may be thought of as societal blueprint for a particular culture, subculture, or other broader social context. (Bronfenbrenner, 2005b, p. 149)

This system, in my context, includes the broader national context, the national education advisory boards, ministries of education, OECS in general, OECS-EDMU, JBTE (Board), and CARICOM, other education stakeholders such as UNICEF and World Bank where educators and others at the highest levels of national discourse engage in policy development with expectations of implementation by TEs or their education leaders. For example, it is in this context that decisions are taken about what courses will be offered at the DTEs in the teacher education programme and how and by whom they will be assessed.

According to Christensen (2016), Bronfenbrenner posited that humans do not develop devoid of their environment which is influenced by the interactions within the

home, learning and working institutions and society. Rather,, it is believed that everything is interrelated but in varying degrees.

In my view, these systems are not separate, but they overlap in some cases, as they radiate outwards. This overlap is evident in what I have proposed as who are considered part of each of the subsystems in my context.

In his mature work, Bronfenbrenner defined development as the:

Phenomenon of continuity and change in the biopsychological characteristics of human beings both as individuals and as groups. The phenomenon extends over the life course across successive generations and through historical time, both past and present. (Bronfenbrenner, 2005d, p. 3)

This definition slightly differs from his earlier works where his definition looked solely at the individual within the ecological environment and how that individual relates to his/her environment. His earlier definition failed to consider the psychological/genetic factors which also play a critical role in determining how the person develops alongside the person's interaction with and the influences of the environment, what one might refer to as the nature-nurture phenomena.

3.3 Bronfenbrenner's PPCT Model and its applicability to my research

Bronfenbrenner's (2005d) bioecological theory, more particularly, the PPCT model was of keen interest to me and so was examined for its applicability to my research although Bronfenbrenner's work largely featured children and their development within families as his main focus. However, this is not to say that it could not be applied to adult development. Adult CPD is the focus of my study and my decision to apply his theory to my research was based on the nature of the process, person, context, time (PPCT) dimensions of the model. Newman and Newman (2016) argue that Bronfenbrenner's mature theory is now used to enlighten adult professional development and policy directions in many fields and disciplines. The works of Charland (2011; Domingues and Goncalves (2014); Espelage (2014); Hwang (2014); Leonard (2011); and Price and McCallum (2015) are all examples of studies in which

Bronfenbrenner's theory was used to learn more about general human development, including CPD in adult-related cases. Hwang's (2014) research which was designed to understand how the ecological contexts of teacher education influenced TEs' development in South Korea was an early reference used in helping to design my work.

Although Tudge et al. (2016) contend that Bronfenbrenner's theory is not exempted from being misused in one way or another, this apparently simple but yet complex theory provides a basis for understanding how human beings develop in real-life settings. The theory examines the environment and the interactions of a person with others as opposed to experiments conducted in controlled environments such as laboratories (Bronfenbrenner, 1979). The PPCT Model gives insights about how development occurs in humans in their various disciplines and can guide policy makers in addressing related issues. These considerations provided ample reasons for me to explore how the four dimensions of Bronfennbrenner's PPCT model- process, person, context and time- would apply to my context.

Process, (also referred to as proximal processes) includes the forms of interactions that the individual engages in, with in the immediate external environment (Bronfenbrenner 2005d, p. 6). Tudge et al. (2009) characterises these processes as activities in which the individual regularly engages and which help them make sense of their world. The form, power, content, and directions of the processes vary in quality depending on the immediate and remote environment in addition to the kind of outcomes (Bronfenbrenner & Ceci, 1994). From Bronfenbrenner's (2005d) explanation of processes, these activities could refer to: feeding or comforting a baby, solving problems, reading and doing other complex activities. In my study, proximal processes in which TEs could participate could be equated to activities such as providing support to students teachers, discussions with colleagues about work, researching material to increase knowledge, reading, surfing the net, assessing students, facilitating sessions, collaborating with staff, conducting CPD activities within the community. To be effective, these processes should be conducted by the individual in interactions with objects/symbols or with others in the immediate environment on "a fairly regular basis";

should be bidirectional and become “progressively more complex” over time Lerner, 2005, p. xviii).

Proximal processes are the “primary engines of development” according to Bronfenbrenner (2005d, p. 6). He further claims that the frequency and quality of these proximal processes determine how much a person grows and develops but the interrelatedness of the other dimensions also affect the effectiveness of the proximal processes. If Bronfenbrenner’s theory is taken at face value, then this would mean that the effectiveness of the forms and types of CPD activities that TEs participate in within their environment is dependent on the nature of the environment in which they occur. How often the activities occur, the quality and purpose they serve would also be critical.

Person characteristics are key elements that determine the direction of proximal processes (Bronfenbrenner & Morris, 2006). According to them, ‘Person’ refers to the personal traits that the individual brings to the social situation (force/dispositions, resources, demands). Force characteristics are said to be responsible for setting proximal processes in motion in order for development to occur in specific ways and continue as needed. Resources are the bioecological states of ability, experiences, skills, and knowledge that are needed to execute the proximal processes effectively. Demand characteristics determine the types of reactions from the social environment which can foster or retard the occurrence of proximal processes. Put together, Person characteristics drive the proximal processes towards high or low levels of development in the person. For example, a person who has low ambitions as a TE may not want to engage in useful proximal processes or CPD activities that will make him/her acquire the skills needed to improve. On the other hand, a TE who recognises that he/she is lacking pertinent skills as a TE and wants to improve would seek out avenues to gain the necessary skills to function better in the role. TEs may be either positively or negatively affected by interactions within the social environment. These interactions may be interactions with colleagues and or significant others. The support from them or their relevant educational institutions can either promote or retard the development process.

Context, as presented in the definitions, in subheading 3.2 above, accounts for the various settings (micro, meso, exo, and macrosystems) in which proximal processes occur and with whom. TEs and educational leaders should be cognizant of which systems promote or discourage their development so they can adjust their behaviours to gain greatest returns. Being unaware of how their context affects their development could render them vulnerable to missing CPD opportunities when they arise or not being able to respond from a position of knowledge when faced with issues that affect their development.

Bronfenbrenner (1994a) explains that the *chronosystem*, an alternative for “*Time*”, represents change and stability over a period of time within the person and the environment in which he/she functions. In considering Time as a factor influencing human development, Bronfenbrenner (2005c) believes that developmental changes are instigated by events in one’s life or experiences as a result of the environment or human-within factors. For TEs, Time would encompass what had transpired in their careers as teachers and TEs over the years that would have impacted positively or negatively on their development. These events would include: family and social life, employment, promotions, transfers into work-related areas and other circumstances such as policies, and societal changes (for example, catastrophic natural disasters that affect one’s livelihood and a country’s economic situation).

Although Newman and Newman (2016) claim that few studies ever fully capture the four dimensions of the PPCT, Tudge et al. (2009) advise that if all dimensions are not utilised then this must be declared. Reference must be explicit to which theory (ecological system or bioecological) or which dimensions are being used, in addition to any limitations that exist. In this research, I will use the four dimensions in the PPCT Model to deductively analyse the relevance to TEs’ development because of the nature of my research objectives and questions.

3.3.1 Propositions in Bronfenbrenner's theory relating to the PPCT model and my research objectives.

Bronfenbrenner (2005d) identifies ten propositions which he claims remain constant and which set the foundation for the bioecological theory. The first three propositions are more closely related to my research objectives (Table 3.1) and mainly define and describe the TEs practices. These three propositions together have in a significant way delineated the parameters on which I base my research, hence, my decision not to use the other seven propositions. These remaining propositions delved deeper into developmental processes such as: intellectual, emotional, social and moral aspects of human development which Bronfenbrenner claims would require scientific tools to measure continuity and change over time. My intention in this research is not to chronicle the life history of the TEs' development. Rather, I examined and reported through description, the collective development of TEs' CPD practices in the OECS environment in light of the PPCT Model, and my research objectives. The Time dimension will be produced as a description of their experiences, CPD activities over the past three years, their current practices and the desired changes into the future. A different and more in-depth approach which is beyond the scope of my study, could map their development individually as TEs within the OECS.

Table 3.1

Bronfenbrenner's, (2005d, pp. 5-7) propositions and their alignment to my research objectives.

Key messages in Bronfenbrenner's Propositions	My research objectives (RO)
Proposition 1: Human development is dependent on the subjective and objective experiences of the "persons living in that environment" (p.5).	RO2: Examine how CPD opportunities/experiences have contributed to the professional development of the TEs. RO4: Evaluate to what extent the TEs value CPD. RO5: Provide an understanding of how the TEs' CPD have been promoted or hampered
Proposition 2: Proximal processes... are the primary engines of human development" and become "progressively more complex" through "reciprocal interactions" taking place between a person, other individuals, objects and symbols in the "immediate external environment" (p. 6).	RO 1: Identify the nature of CPD activities (forms and types) TEs have been engaged in and why. RO 2: As in Proposition 1 RO3: Ascertain the CPD activities TEs and educational leaders have acknowledged as being most appropriate. RO 4: As in Proposition 1
Proposition 3: "The form, power, content and direction of the proximal processes"..." vary "systematically as a joint function of the characteristics of the developing person", the environment, "the nature of the developmental outcomes" and the "continuities and change occurring over time in the environment" (pp. 6-7).	Applicable to all research objectives working jointly with Propositions 1 and 2

Bronfenbrenner (2005d) credits Proposition 1 to both the subjective and objective experiences of the individual within their environment. Together, these drive the course of human development and may be phenomenological (how the environment is perceived and changed throughout one's life course) or experiential (subjective feelings that include, hopes, doubts, personal beliefs). Experience, he further explains, begins in childhood and continues throughout life and is related to stability and change which may occur with relationships and activities with self and others. Furthermore, both negative and positive experiences contribute to shaping one's life course of development.

The subjective and objective experiences of the TEs in the OECS prior to, and after becoming TEs could provide useful insights into their journey as TEs. Research objectives 2, 4 and 5 could be addressed, in part, in light of the application of this proposition. Proposition 1 gives credence not only to my desire to analyse the experiences of the TEs in their immediate and external environment but also to my research aims to understand how these TEs perceive their CPD and ascertain how their experiences have contributed to their professional development.

Propositions 2 and 3 are said to be more objective in nature, theoretically interdependent and more closely aligned to the PPCT model. This allows for one to simultaneously conduct an operational research design according to Bronfenbrenner (2005d).

Proposition 2 is concerned with processes which I would label as kinds (types and forms) of CPD activities that become “progressively more complex” through “reciprocal interaction between an active evolving biopsychological person and the persons, objects and symbols in the immediate external environment” (Bronfenbrenner 2005d, p. 6). Effective interactions are those which occur on a fairly regular basis over extended periods of time. These frequent interactions in the immediate environment are known as proximal processes, the “primary engines of development” (Bronfenbrenner, 2005d, p. 6). As I sought to understand the TEs’ development in my study, particular information would be useful to understand how they have been developing. For example, the intensity, frequency of the forms and types of CPD activities and associated interactions they have had as they develop could provide such evidence. Hence, research objectives 1, 2, 3 and 4 could be achieved with the evidence TEs provided in the interviews and survey.

Proposition 3 places emphasis on the form, power, content, and direction of the proximal processes producing development. Bronfenbrenner (2005d) posits that these elements:

vary systematically as a joint function of the characteristics of the developing person (including genetic inheritance) and of the environment-both immediate and more remote- in which the processes are taking place; of the nature of the

development outcomes under consideration and of the continuities and changes occurring in the environment over time, through the life course, and during the historical period in which the person had lived. (Bronfenbrenner, 2005d, pp. 6-7)

In my view, this proposition should work jointly with Propositions 1 and 2 and could be applied to all my research objectives, therefore, strengthening the evidence required to confirm or disconfirm the actual interplay of the TEs' CPD with the dimensions of the PPCT model.

3.4 Criticisms of Bronfenbrenner's theory

Notwithstanding the value of Bronfenbrenner's work, his theories have limitations. Christensen (2016), for example, claims that resilience should have been included in Bronfenbrenner's theory especially when one takes into consideration Bronfenbrenner's reference to chaotic systems which interfere with proximal processes and ultimately development. These disruptions and break down of structure cause "unpredictability" which can interfere with developing competence (Bronfenbrenner & Evans, 2000 as cited in Newton & Newton, 2016, p. 301). This situation suggests that if there is a shift in a stable environment, the changes can result in TEs losing their firm grip on how they would normally operate. They would most likely become disorganised and ineffective. However, the resilience in TEs could also cause the opposite effect where they improvise and adjust to unconventional circumstances and fulfill their goals and objectives despite the shifting ground. Resilience is the capacity of individuals to find strength in adverse circumstances (Miller 2008, as cited in Christensen, 2016, p.121). The TEs are no different from other persons in HE who McCaffery (2010) credits for having to do much with little.

It is choosing to rise above these limitations and producing acceptable results because of the dedication, commitment and concern for their students that they become resilient. Resiliency could explain how the TEs dealt with challenging issues. This information could produce insights into how TEs managed to overcome obstacles especially in the first three years when TEs assumed the role as had those in Murray and Male (2005) discussed in Chapter 2.

Newman and Newman (2016) offer another criticism of Bronfenbrenner's theory. They claim that few studies have explored how each of the dimensions in the model interact with each other. They further argue that Bronfenbrenner did not take into consideration other concepts in biological ecology such as boundaries and access to settings, adequacy of resources and the part motivation and emotion play in development (Newman & Newman, 2016). This criticism may not be fully accurate since the person characteristics influence the extent some of these conditions are affected at any given time. For example, the disposition of individuals set proximal processes into motion and can account for the motivation and emotional aspects which Newman and Newman claim are missing in Bronfenbrenner's theory. In my view, Bronfenbrenner's theory is intended to build awareness about how the various ecological systems affect each other and how the circumstances can positively or negatively affect human development. While my study may not identify every detail of the TEs' development, some of these issues could surface in light of Proposition 3.

McCaffery (2010) has noted that material and human resources are never enough in HEIs. TEs in the OECS also may not be immune from this reality. As mentioned elsewhere, the OECS exists in financially deficient economies in an underdeveloped education sector. The various components of the PPCT model, therefore, complement and/or affect each other in either positive or negative ways while impacting human development in different ways. It is with this in mind that a conceptual framework was designed to offer greater guidance to policy makers and TEs about how TEs CPD in the OECS can be viewed for likely intervention strategies.

3.5 The Evolution and design of the conceptual framework

Grant and Osanloo (2014) are advocates of a theoretical framework in the early stages of research. This they claim helps to support and structure various elements of the research from purpose, rationale, to the review of literature and methodology, not excluding the analysis. The Bronfenbrenner's (2005d) bioecological theory (with specific focus on the PPCT model) that I identified for my theoretical framework did not capture directly the CPD concepts that I wished to explore in my research. I needed to explore

the kinds (forms and types) and purposes for the CPD activities in which teacher educators (TEs) engaged and the impact these have had on their development within their environment. While I did not wish to diminish the value of the theoretical framework, I decided that the framework could not stand alone given my extended research interest. Casanave and Li (2015) explain that a conceptual framework identifies specific concepts and circumstances about research that are co-constructed at a lower level of abstraction. This lower level of abstraction means that the main concepts that delimit my research are brought to the fore and provide the direct primary lens through which data is analysed and findings evaluated. Hence, my decision to include the CPD concepts required the creation of a conceptual framework (Figure 3.1) to account for these ideas and to add clarity to my research blueprint.

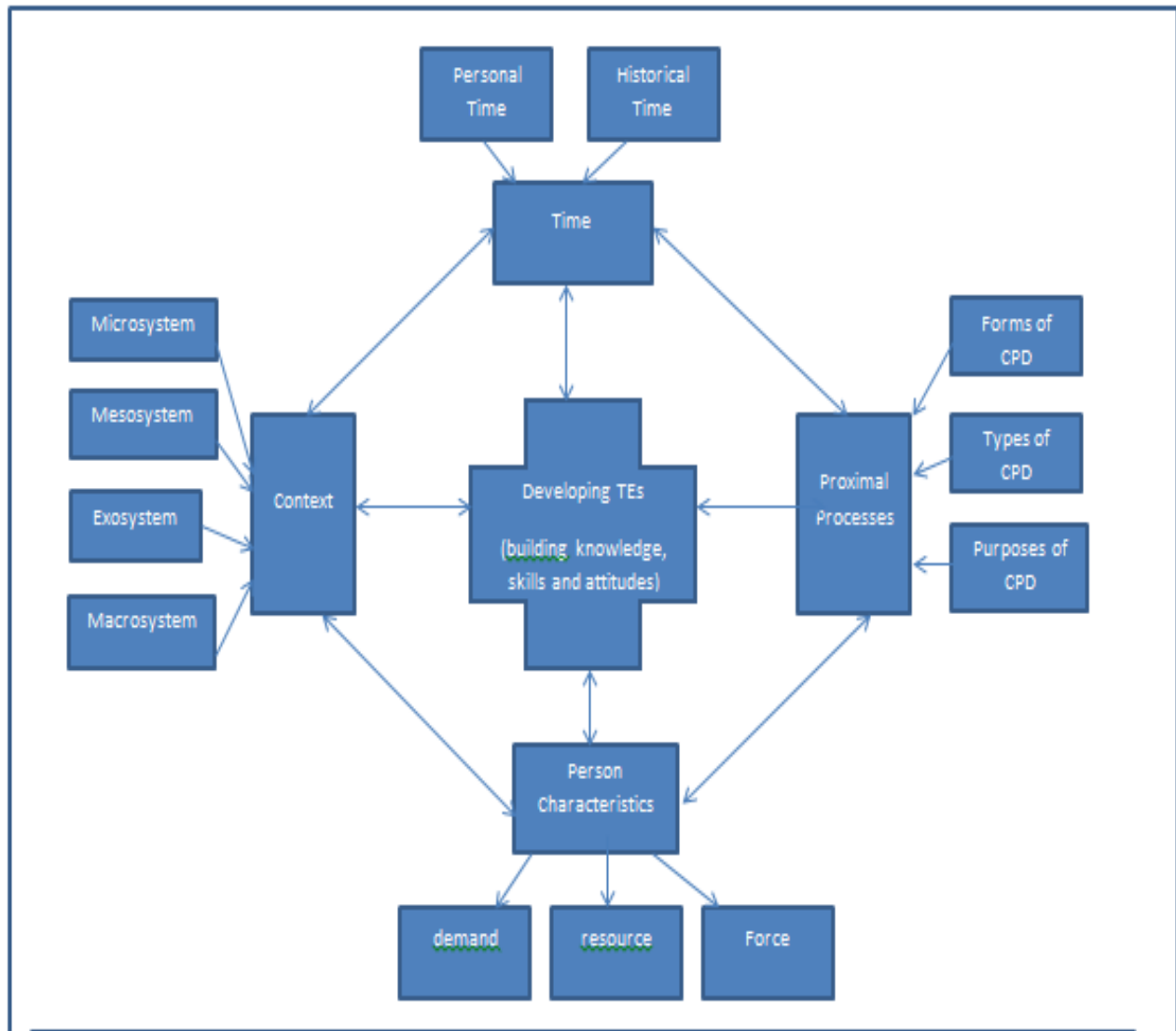


Figure 3.1. Conceptual framework showing how the bioecological theory/PPCT Model combined with forms, types and purposes of CPD to build the developing TEs' knowledge, skills and attitudes.

3.6. My conceptual framework

The conceptual framework (Figure 3.1) integrates Bronfenbrenner's bioecological theory/PPCT model (Bronfenbrenner, 1994 & 2005d) with existing CPD ideas drawn from Kennedy's (2014) purposes of CPD. The ideas of forms and types of TEs' CPD were drawn from Kosnik et al. (2015) and Gaible and Burns (2005). The conceptual framework was the strategy I used to develop my research design and guide the analysis and discussions in my research.

From Figure 3.1, the developing TEs are considered to be central to the whole process with hopes of building knowledge, skills and attitudes befitting of a TE. Their resilience and motivation levels for participating in CPD which I consider to be affected by their nature form part of their Person characteristics. Developing quality TEs is influenced by the types and forms of activities individually or collectively done (*proximal processes*). The processes are in turn influenced and affected (whether positively or negatively) by the various environmental systems (*context*) and the structures/elements/activities occurring within each. The various transitions and changes that occurred over time (personal and historical) in each of their lives are reflected in the final dimension, Time. It must always be kept in mind that these processes are non-linear but interact and overlap continuously with varying levels of intensity, frequency and results as time passes.

3.7 Summary

This chapter examined the theoretical base for my research. Bronfenbrenner's bioecological theory with the use of his PPCT model was the central theory that was used to map the issues emanating from my research objectives. Each dimension was used to illustrate how each worked to influence the TEs' CPD but as a joint function of each other. Ideas of forms and types of CPD were drawn from Kosnik et al. (2015) and Gaible and Burns (2005) and these formed the basis of identifying the CPD choices TEs made. The purposes of these choices captured in Kennedy's (2014) spectrum of CPD

models explained in Chapter 2. Taken together, these ideas were integrated to create a conceptual framework that will guide the development of my research design and methodology, in light of my research objectives and questions.

Chapter 4. Methodological Approach and Research Design

4.0 Introduction

In this chapter, my research aims and questions will be presented along with an explanation of how the conceptual framework informed the philosophical underpinning of the research leading to the development of my Mixed Method Research (MMR) methodology and design. A discussion of the sequential phases of my MMR, taking into consideration the choices made in sampling techniques, will follow. I will give a brief account of my piloting, data collection and analysis processes. A discussion of data integration and the ethical standards observed in the research as a practitioner-researcher will follow. Ethical, validity and reliability issues will then be addressed, followed by a chapter summary.

4.1 Research aims and questions

My research is situated in the Organisation of Eastern Caribbean States (OECS), an economic grouping of ten islands, located in the Caribbean region. The main focus of my study is the continuing professional development (CPD) experiences of full-time teacher educators (TEs) in their Departments of Teacher Education (DTE) in five of the island-territories. Common among this bounded research setting is that the TEs teach the Associate Degree Programme in Teacher Education which is regulated by the Eastern Caribbean Joint Board of Teacher Education (JBTE) and each island has full membership status within the OECS. I have chosen to keep the islands anonymous for ethical purposes. The investigation is an MMR approach with a QUALITATIVE-quantitative (QUAL-quan) exploratory sequential design (Creswell, 2012; Morse, 2010).

This research aims to understand how TEs perceive CPD, what CPD activities they have engaged in, and how these opportunities and experiences have contributed to their professional development.

The study also seeks to understand how factors in the micro, meso, exo, and macrosystems have promoted or hampered their CPD within the OECS and what policies may be needed. The latter aim is explored from the perspective of TEs and their education leaders.

To help achieve my research aims and objectives, the following research questions were developed. It must be noted that Research Question 1 limits the period to the last three years given the wide variance in career stages, that is, 1 to over 20 years, among the TEs.

1. In what CPD activities have the TEs engaged over the past three years and for what reasons?
2. In what ways do the TEs consider the CPD activities in Question 1 have impacted their practice, if at all?
3. What kinds of CPD activities are considered most appropriate by TEs and the education leaders within the OECS context?
4. To what extent do TEs within the OECS value CPD activities as a way of enhancing their skills as TEs?
5. What are the factors within the ecological environment (micro, meso, exo, macrosystems) that participants perceive promote or hinder TEs' CPD and how are these manifested?
6. What areas of policy, if any, do TEs and education leaders perceive to be in need of development and/or improvement for the ongoing professional development of TEs in the OECS?

4.2 Philosophical positioning

How researchers understand the world and ultimately study it, guided their choice of design and methods (Moses & Knutsen, 2007). My epistemological position is that knowledge does not exist only in the objective (quantitative) world but in “human agency” which varies in function of our individual and social characteristics and gives rise to subjective (qualitative) realities (Moses & Knutsen, 2007, p. 11). Similarly, Guba and Lincoln (2008, p. 281) argue against “seeing the world in one colour,” through one conventional research paradigm. In using different lenses, I would develop a wider view of my phenomenon under study.

In increasing my knowledge about the phenomenon under investigation, I needed to become more familiar with the various ways of knowing and how to uncover knowledge in social research. Rather than remaining on familiar grounds as a novice researcher which Bentz and Shapiro (1998) claim is ill- advised, I considered choices that were best suited for my research questions. Exploring the CPD of TEs for my research through a combination of both objective and subjective lenses would allow for deeper understanding.

This deeper understanding can be achieved with my conceptual framework that considers both the subjective and objective realities of the TEs' CPD experiences. Therefore, my research aims, objectives and questions would be appropriately addressed through an MMR approach, allowing me to gain richer knowledge of the phenomenon. Mertens and Hesse-Biber (2012) advise that employing only one of either paradigms rather than choosing to integrate both worlds would not yield benefits of triangulation, complementarity, development, initiation, and expansion. I collected, analysed and interpreted data using constructivists and positivists' techniques in unearthing the social realities of the TEs' work-world through pragmatic lenses. I relied on the TEs' views about their experiences and that of their education leaders to capture meanings through textual and numerical data.

4.3 Mixed Method Research (MMR)

MMR originating around the 1980s and 1990s from various research fields (Creswell, 2014) has now become more established and acceptable alternative approach in social research because of its robustness (Creswell, 2013). Johnson, Onwuegbuzie and Turner, (2007, p. 112) claim that it is now considered to be the "third major research paradigm" in addition to qualitative and quantitative research. In a general sense, MMR combines both qualitative and quantitative data in a single research project utilizing the strengths in each approach, thereby minimizing their limitations (Creswell, 2014).

Qualitative research is more concerned with exploring processes than outcomes as it “focuses more on the meanings of experiences” [through exploration of] “how people define, describe and metaphorically make sense of these experiences” (Vanderstoep & Johnston, 2009, p. 165). Words or images are used as data to explore social phenomena (Lieber & Weiser, 2016) gathered from interviews, focus groups, participant observations (Yauch & Steudel, 2003). In contrast, quantitative research uses data tools such as questionnaires, rating scales, and tests that produce numerical data (Leacock, Warrican, & Rose, 2009) with a view of predicting objective reality. MMR, however, combines both worldviews to assist the researcher in generating theories or models to test theories while at the same time using participants’ experiences and meanings to construct assessment and evaluation tools used in surveys (Hesse-Biber, 2010).

However, Creswell (2014) and Johnson et al., (2007) argue that the three paradigms are not as clearly separated and logical as we would want to believe. Jick (1979), an early proponent of triangulation in MMR, notes that while both qualitative and quantitative paradigms have weaknesses, mixing them should be viewed as complementary processes.

Qualitative and quantitative approaches are not easily utilised or integrated into MMR as evidenced by the many criticisms and debates in the literature (Bryman, 2007; Creswell, 2014). Lieber and Weiser (2016) contend that MMR should only be used if it is value-added not just to the study but the findings. Whatever the definition or interpretation, I had to bear in mind that MMR, for my research, should fit the purpose. For example, like in Hwang’s (2014) context, not much was known about the TEs’ CPD in my OECS context with which to begin. Employing different data collection methods, beginning first with interviews, helped me to identify and isolate issues that needed further exploration within the entire TE population in a subsequent phase of the research.

As a single researcher with a propensity towards qualitative rather than quantitative research, I experienced difficulty when attempting to work through an MMR. For example, one challenge was knowing how and when to integrate data which is not uncommon in MMR (Bryman, 2007; Östlund et al. 2011). As I observed the timelines and lags between phases in a study with a similar research design that Hwang (2014) conducted, I recognized that from data collection in Phase 1 to data collection in Phase 2, the researcher took one and half years. Therefore, I developed a mindset to acknowledge and address the challenges associated with conducting my MMR. I had to become more skilled in conducting the requirements of both phases in my MMR methodology to produce a credible and worthwhile research.

4.4 My research design

Morse (2010) explains that a MMR can have a core component and a supplementary component, the latter not being able to stand on its own because of inadequate sampling or lacking saturation. As a practitioner researcher, I have to justify decisions taken, describe methods and procedures used in order to account for reliability and validity in my research (Lieber & Weiser, 2016). For example, I had to decide whether I would utilise two independent methodologies, for my research, that is, Case Study and an MMR. Whereas the group of TEs in my study can be described as being contained within a “bounded system” (Merriam, 2014, p. 40), I was doubtful whether my sources of data (interviews from various levels in the ecological system) would qualify as using multiple sources of evidence, which Yin (2013) claims is characteristic of case studies. Hence, after weighing the options, my conviction was that an MMR methodology with an exploratory sequential QUAL-quan design (Creswell 2014) was more appropriate. In this way, issues could be better examined through direct questioning during interviews in Phase 1 and further exploration in Phase 2.

Östlund et al. (2011) advocate for the theoretical interpretation of findings and this would be suitable for my QUAL-quan design with the qualitative phase being the core component. The conceptual framework was theoretically driven in guiding and providing structure for a topic that has been unexplored over the years in the OECS

context. Atchan, Davis, and Foureur (2015) argue that a combination of theoretical support, use of multiple data sources and rigour, account for the authenticity of any study and this was considered for my study.

The integration of both qualitative and quantitative dimensions in my MMR served several purposes: triangulation (comparing both data sets across methods, time, sources); complementarity (one data type used to enhance or clarify findings from the other data set); and instrument development whereby the analysis of the qualitative data was used to inform the development of the survey instrument (Bryman, 2006; Moran-Ellis et al., 2006).

As illustrated in Figure 4.1 below, Phase 1 (the core component) of my research followed the sequence of choosing an appropriate sample and conducting interviews. I used thematic analysis to analyse information gleaned from the interviews and field notes. Next, in Phase 2 (the supplementary component), the survey was issued to the sample of TEs and the data analysed. At the point of reporting the findings, the quantitative data was integrated with the qualitative data to confirm and or disconfirm issues.

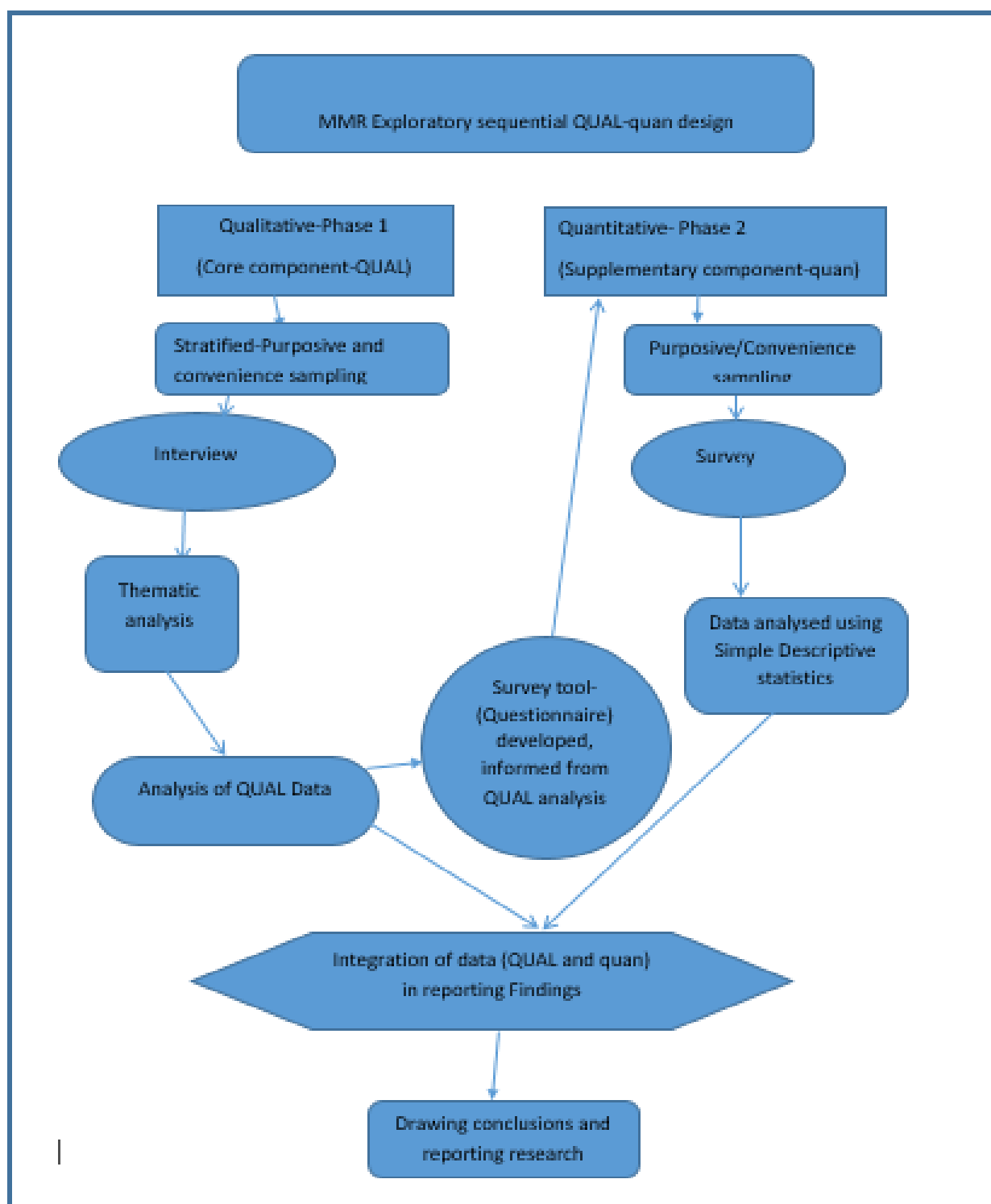


Figure 4.1. MMR Exploratory sequential QUAL-quan design.

In using Bronfenbrenner's bioecological theory of human development in my MMR, both phases of the research were explored interrelatedness of the ecological systems in terms of the context, person characteristics and time (PPCT) dimensions. In this way, a more comprehensive analysis of the TEs' CPD experiences was captured.

4.5 Qualitative- Phase 1 (core component)

4.5.1 Selection of participants.

Participants in this study comprised of two main groups: TEs and education leaders. The latter group consisted of participants in four types of leadership roles: Heads of Department (HoDs), Chief Education Officers (CEOs), a representative from a specialist department within the OECS Commission and a School of Education representative from the Joint Board of Teacher Education (JBTE).

Marshall, Cardon, Poddar and Fontenot (2013) argue that selecting a sample is one of the fundamental research tasks that adds credibility to studies. Merriam (2014) argues that sampling is dependent on the research problem. Leacock et al. (2009) also point out that sampling depends on the nature of the target population, accessibility to it, how data analysis will occur and the time the researcher has to conduct the research.

In my study, the qualitative phase required sampling considerations and doing so would help me gain a better understanding of the social world where the participants reside (Hesse-Biber, 2010). My selection of sampling design, scheme, and sizes was with a view to gaining representativeness (Collins, Onwuegbuzie & Jiao's, 2007).

Therefore, from the population to be interviewed for Phase 1, I ensured that all the five islands were represented and adopted a purposive sampling strategy (Leacock et al., 2009) to select the five different groups of participants to be interviewed. These groups represented the different ecological systems (Bronfenbrenner, 1994; 2001) within the context of my research. This strategy ensured that there was ample data for "credible analysis and reporting" (Marshall et al., 2013). Representativeness also allows for what Teddlie and Yu (2007, p. 87) refer to as "saturation trade-off" which allows "analytical generalisation" (Onwuegbuzie & Combs, 2011, p. 3). In my study, with small

samples for both qualitative and quantitative phases, analytical generalisation with interpretive consistency will result in internal generalisations being made but applicable only to the particular group being studied (Collins, Onwuegbuzie, & Jiao, 2007).

Table 4.1 shows the stratification and selection of the sample for this phase. It must be noted that gender was not particularly a criterion for selection, especially where the TEs were concerned because of the wide variance in number between males and females in the sample. However, it is important to give my reader an idea of this demographic detail, as evidence towards the credibility of my research.

Table 4.1

Characteristics of sample for Phase 1

Sample	Research participants by gender	Number of years in the position by territories (Each letter A-E represents a different territory).			Number of participants
		1-3 (initial career)	4-6 (mid-career)	7 and over (advanced career)	
6 of 53 Teacher Educators	M	0	A	B	2
	F	C	D	D, E	4
3 of 5 Heads of Department (HoDs) of DTE	*Not applicable	0	C	0	1
	*Not applicable	0	A, D	0	2
3 of 5 Chief Education Officers (CEOs)	*Not applicable	D	C	0	2
	*Not applicable	A	0	0	1
School of Education - JBTE Representative	*Not applicable	Not applicable	Not applicable	Not applicable	1

OECS Commission Representative	*Not applicable	Not applicable	Not applicable	Not applicable	1
Total number of interviewees					14

**Gender not indicated to preserve identity*

The first sample selected was a nested sample, that is, a subset of the larger population to be used (Collins et al., 2007) and consisted of 6 of 53 TEs who were the main source in answering all my research questions. Each person was a holder of a two-year certificate or Diploma course in Teacher Education and each had a Bachelor's Degree. Only one interviewee had completed a Master's Degree in Teacher Education. The other five TEs had a Master's Degree but in another discipline.

Maykut and Morehouse (1994) advise that maximum variation sampling for stratification purposes can be used in order to isolate the greatest differences among the sample. I simultaneously applied this useful qualitative sampling strategy which allowed for a cross-section of characteristics of the population chosen for this study to be represented. Stratified purposive sampling technique (Collins et al., 2007; Rossman & Rallis, 2012) was used for categorisation into subgroups (Leacock et al., 2009), that is, two TEs in each of the career stages- initial, mid and advanced years (Huberman 1995 as cited in Day, 1999, p. 59) to be distributed across the islands (Table 4.1). Using career stages was considered important since TEs experiences vary depending on their years in the role. For example, in Chapter 2, it was reported that in a study conducted by Murray and Male (2005), TEs' stabilisation in the role usually occurred after three years. Unfortunately, I was unable to maintain the desired level of stratification regarding the TEs' career stages, juxtaposing years of experience with a good representative sample from various territories. Owing to the limited response of participants who offered themselves to be interviewed, convenience sampling had to be used, that is, available volunteers who wish to participate in the study (Leacock et al., 2009) were utilised. For example, only one TE in the initial career stage responded, two in the mid-career and five in the advanced stage.

Three of five Heads of Teacher Training Departments (HoDs) and three of five Chief Education Officers (CEOs) were also selected (Table 4.1) through convenience sampling. The latter are general overseers of the education system in the territories. I wanted to ensure that there was representation of these two groups from different islands collectively and that they had varying years of experiences in each group. However, this level of variation was limited because of the small sample population. Two other participants who represent both the macro and exo systems, that is, OECS and JBTE, were purposively selected by their organisations to be interviewed. The 14 chosen participants ensured that variability was achieved (Maykut & Morehouse, 1994) for data sources to be adequately represented for my study.

4.5.2 Qualitative Data Collection-Phase 1.

In this phase, data was collected using semi-structured interviews (Patton, 2002), (Appendices E to I). My field/journal notes although not used for data gathering were used to record decisions taken, interpretations and feelings about what was occurring in the research (Gillham, 2000).

4.5.2.1 The interview process.

I was inclined to use interviews as my first choice to collect data. Qualitative researchers are known to use various types of interviews more readily to gather data (Creswell, 2003) since the technique allows them to extend answers with prompts and probes. According to Cohen et al. (2007), an interview is more than collecting information but is a social and possibly, a political exchange with power residing in either party; hence, conducting interviews requires great skill and preparation (Leacock et al., 2009; Maykut & Morehouse, 1994). I developed skills from past experiences, reading, observing video clips and through the piloting of the instruments. Wilkinson and Birmingham (2003) reasoned that different types of interviews could produce vast amounts of data and could give significant insights into the phenomenon under study. I recognised that the use of semi-structured interviews designed to answer my research questions (Leacock et al., 2009), allowed enough flexibility. Leacock et al. (2009) advise that prompts and follow-up questions can be used to obtain information that may not

naturally emerge. Maykut and Morehouse (1994) and Wilkinson and Birmingham (2003) provide in-depth discussions about the stages in developing an interview protocol to include: drafting the interview, piloting the questions, selecting the interviewees, conducting the interview and analysing the data.

Creswell (2014) advises that pilot testing interviews should help to improve content validity and improve questions. I piloted my instruments for TEs with two persons (a current and an immediate past TE) to gain feedback about the clarity of questions, an activity which Wilkinson and Birmingham (2003) argue is critical to correct imperfections. This exercise proved useful since I was able to refine my questions and avoid misinterpretations. For example, I had to provide the definition of CPD since it was interpreted differently among pilot interviewees. I used critical friends to provide feedback throughout all four successive stages of drafting and modifying my various interview protocols since the sample population in each group was limited. The critical friends included persons who were educators with masters and doctoral degrees, as well as my primary and secondary research supervisors.

I chose to use virtual means to conduct the interviews because of geographical issues, cost, and time limitations. Three means were used: Skype (being most popularly preferred), Whats App phone, and regular telephone, in two cases. With the advent of the internet, researchers have been increasingly aware of public use of this medium in sending and receiving messages and in its value for data collection (Mesch, 2012). Similarly, conducting interviews virtually (via Skype, Whats App, and Google Hang out), while using an external recording device, offers alternatives to traditional means such as the telephone and face-to-face contacts. I took great care to ensure that I observed similar conditions and ethical standards for each interview, in order to preserve the integrity of the research process.

Interviewees were at four levels of power, that is, micro, meso, exo and macrosystems. The TEs, most of whom I first met through initial email contact before the interviews were at the lower end of the hierarchy. They were most critical to providing information that I needed since they were my primary focus. The CEOs and the representative from the School of Education-JBTE were at the highest levels of

power (macrosystem). CEOs oversee the education system in the territories and JBTE is the awarding body of the Associate Degree course that TEs teach.

I interviewed TEs in the first round of interviews after receiving their consent to participate (Appendix C). I reassured them from the outset that the interview was not intended to assess their capabilities as TEs but that I was seeking information for a research that could benefit them and the education system as laid out in the participant information sheet (Appendix D) that I had sent to them. I used the same interview protocol but incorporated slightly different probes depending on answers provided. This strategy is not unusual as it confirms Patton's (2002) view that changes in questions will occur over time since each new interview allows for new questions and expanding on information as the process continues.

Next, the interview schedule for the HoDs was crafted using some ideas provided in the interviews from the TEs followed by the CEOs, OECS representative and the School of Education-JBTE respectively. Similarly, insights from other previously held interviews provided useful information for me to craft each subsequent interview protocol from participants in the microsystem to the macro system. For example, a question was added about technology in teaching and learning when education leaders were interviewed. This area seemed to have been of great concern to TEs since they had little influence on the supply and access to this tool. I timed the interviews during the pilot stages. I expected actual interviews to last no more than 45 minutes, but except for one interview, all went beyond 50 minutes. The lengthiest interview was 1 hour and 29 minutes.

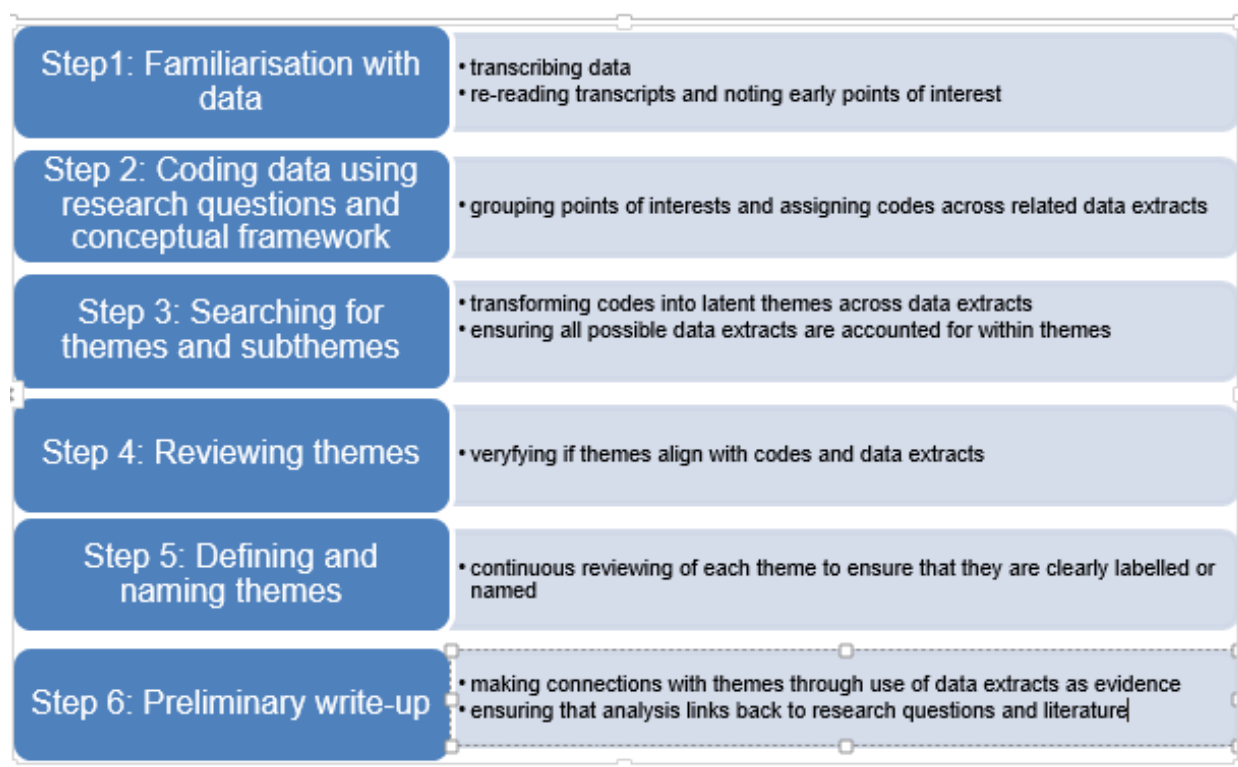
The interviews addressed areas such as background details; recruitment, selection and retention of TEs; CPD activities TEs have engaged in and the impact on their development; CPD needs of TEs, harmonisation of education; policy directions. Technological issues emerged as a critical area of concern for every TE and I included it in successive interviews.

All interviews were audio recorded and transcribed verbatim. I undertook the transcribing myself to help familiarise myself with the content and ensure accuracy. I

sent the interview transcripts to each interviewee for their verification and validation, which Silverman and Marvasti (2008) claim helps to ensure validity.

4.5.3 Qualitative Data analysis-Phase 1.

The qualitative data from the semi-structured interviews in my study were subjected to thematic analysis. Braun and Clarke (2008) define it as a method used to identify, analyse and report patterns in data. Bazeley (2009); Braun and Clarke (2008) and Hughes and Tight (2006) endorse thematic analysis as a suitable approach for analyzing qualitative data. However, Braun and Clarke's six-step process (Figure 4.2) offered more flexibility and clarity as I considered how my data should be analysed. With several levels of interviews and similar lines of questions which encompassed aspects of the Bronfenbrenner's PPCT model, I opted to extend my analysis beyond simply applying a theoretical treatment of the data but additionally incorporated an inductive approach. Braun and Clarke (2008) are of the view that theoretical analysis links themes more directly to the research questions while with inductive analysis, the researcher would be expected to create themes primarily from the data without mapping them directly to my questions.



**Figure 4.2. Thematic analysis process in analysing qualitative (interview) data
(Adapted from Braun & Clarke, 2008)**

Personally, transcribing the 14 interviews after the interview process gave me additional first-hand and refreshed knowledge of what was contained in the several pages of each interview. It was at this early stage that I began to take note of possible patterns and issues. With all transcripts completed, I first re-read each of them in groups according to the ecological levels to re-familiarise myself with the information. In this way, I began to discern similarities and differences across the data corpus and data sets. As I did, I made additional notes of ideas, notable patterns and other insights from the transcripts. I later re-read the transcripts using different order or grouping and again noting information of interest and possible meanings.

The second step in analysing the data was through manual coding of the data. My interview questions were mapped onto individual research questions. I manually coded the data using a deductive approach based on my conceptual framework. For example, instances of forms and types of CPD activities were noted under specific

codes; responsibility for CPD was noted across data extracts and patterns were coded. After the deductive approach to data analysis, I further adopted an inductive stance as I revisited my data looking for possible relevant themes and subthemes that would go otherwise unnoticed. For example, the subtheme, perceptions of CPD, was discerned after noting constant recurrence of differing views about what participants viewed as CPD. Similarly, elements of Theme 4, the Need for Change, led to inductive treatment of the data. I then transformed each code for each question into what Braun and Clarke (2008, p. 84) call “latent themes”. Latent themes, according to Braun and Clarke further condense or collate codes from mere descriptions into patterns of ideas or interpretations. It was through this level of interpretation that I began to verify how well themes fit with codes and the data extracts. This process required moving back and forth between the data. Next, themes were named by combining them and collapsing others into each other. It is at this point where final decisions were made about what will be main and subthemes. This stage also caused much iterative handling of the data to ensure that the themes were clearly labelled. Not losing sight of my research questions, I held each theme and subtheme largely within the conceptual framework and this was the basis for presenting the findings and interpretations of participants’ voices and experiences. The last step entailed using the analysis to produce a report, supporting it with relevant data extracts as evidence and ensuring that the research questions were addressed.

4.6 Quantitative- Phase 2 (supplementary component)

Having analysed the qualitative data from Phase I, I adhered to Boeije, Slagt and van Wesel's (2013) advice by using the findings to inform the construction of my survey tool (Appendix J) for the Quantitative Phase. This step was in keeping with an exploratory sequential design. Sampling and piloting activities, in addition to the administration of the questionnaire were achieved in this phase. The quantitative data was also analysed through the use of descriptive statistics.

4.6.1 Sample population and strategy.

Since the population of TEs in the OECS stood at 53 which is a small number for surveys, the whole TE population was invited to participate in the survey. It included the subset of the TEs from Phase I. Cohen et al. (2011) have noted that the response rate in surveys is usually a concern and major difficulty. Morse (2016) advises that the rate must be at an acceptable level to suit quantitative analysis procedures and must give credibility and reliability to the data (Cohen et.al. 2011).

Furthermore, for developmental purposes (Yauch & Steudel, 2003), it was necessary for me to use the total population to dig deeper into the issues through the use of the survey since there was specific information that was not easily or clearly provided in the interview. For example, I did not get a good grasp of what TEs considered CPD activities and the frequency they engaged in these forms and types. Therefore, a list of CPD activities was presented in the survey for me to gain more insights into the types, forms and frequency of CPD activities. Additionally, I needed to get a good view of the target population's perspectives on the prevailing issues and to weigh the possibility for internal generalisation. Table 4.2 provides details of the sample in Phase 2.

Table 4.2

Characteristics of sample-Phase 2 (n=28 of 53)

Gender	Male (n=7/25%) Female (n=21/75%)
Years as a TE	Initial-1-3 years (n=3/10.71%) Mid-career – 4-6 years (n=3/10.71%) Advanced 7 years and over (n=22/78.57 %)
Qualifications	Bachelor in subject discipline (n=21/75%) Bachelors in Education (n=8/28.57%)

	Teacher Ed Cert/Dip (n=28/100%) Masters in subject discipline (n=13/46.43%) Master's in Education (n=7/25%) Doctoral Degree (n=3/10.71%)
Currently pursuing studies	Yes (n=6/21.43%) No (n=22/78.57%)

Twenty-one females and 7 males responded which was a response rate of 52.8%. Of this number, 22 were TEs for 7 years and over. All were teacher trained in the usual two-year teacher training programme. Qualifications varied from Bachelors to Doctoral degrees, with 10.71% (3) possessing doctoral degrees, 25% (7) had a Masters in Teacher Education and 46.43% (13) had a Master's Degree in the subject they taught and all having a Bachelor's Degree.

4.6.2 Quantitative data collection-Survey.

A survey was the chosen method for data collection in this phase. Quantitative research can be accomplished using quantitative means including surveys, and experiments (Scott, 1996). Scott further explains that unlike surveys, experiments use pre and post-tests to test hypotheses which can produce useful information. On the contrary, experimenting did not fit with the purpose of my second phase. I preferred to collect data that described "simple facts" (Gorard, 2001, p. 50) from a wider population of TEs in the OECS. Cohen et al., (2011) state that surveys are used to gather data of what conditions exist at a given time through the use of description, identifying standards for comparing conditions or determining the relationships between specific situations. In considering the advantages and disadvantages reported in the literature of each modality of survey- the use of the telephone (an expensive alternative), postal surveys, telephone, electronic dissemination, and face-to-face were reviewed. Owing to the geographical distribution of my respondents, I decided to use electronic

administration. This format has been advocated for yielding better response rates and for making data handling better than data collected through face-to-face and directly administered by the researcher (Gorard, 2001).

4.6.2.1 Piloting and administration of the questionnaire.

The piloting of a questionnaire should be conducted with people having similar characteristics to the actual sample (Leacock et al., 2009) and under similar conditions to the actual administration (Gorard, 2001). I administered the questionnaire to a small number of people, other than those in the actual sample. Considering that my sample was already small, and that I intended to include the total population of teacher educators, I sought only persons who were immediate past educators to assist me in the pilot phase.

I also received assistance from several critical friends and my supervisors in the various stages of the construction and administration of the pilot tool. This approach according to Leacock et al.(2009), allowed checking for clarity of the questions, completion time, and relevance of the questions to the aims of the questionnaire.

Given my field notes about the survey tool, pilot-testing revealed areas for improvement of the tool. For example, I revised my introductory letter, modified the electronic setting of two questions in the Survey Monkey portal and ascertained the time taken for the survey would be approximately 19 minutes. In question 6, feedback was also sought about the ease of navigating within the pages of the online questionnaire.

The final version of the questionnaire (Appendix J) comprised general information (Questions 1-5) such as gender, number of years as a TE, level of training, how they became TEs and whether they were pursuing formal studies. Question 6 addressed the kinds (forms and types) and frequency of CPD activities in which TEs engaged over a three-year span. Question 7 which was presented as a Likert scale judged the degree TEs agreed with statements raised in the interviews about their CPD. The next question was designed to identify the likely sources for their CPD activities. Question 9 asked them to rate the importance of given CPD activities. A final question allowed for any additional comments.

As in Phase 1, the whole group was initially contacted via their email addresses. This first contact in this phase was made with the total population about two months before the survey was administered to remind them of my ongoing research. I again provided the participant information sheet with my research details and informed them that I would be contacting them again to invite them to complete the survey. The online questionnaire was administered to all 53 full-time TEs in the OECS territories from Phase 1. It was administered at a time when their schedule reflected invigilation of exams- a lighter workload. A cover letter was attached to the questionnaire where participants were asked to participate willingly, and they were advised that their response was an indication of their willingness to participate. A Survey Monkey link was sent to all the email addresses and they were asked to respond within a two-week time span.

At the end of one week, a reminder was sent as only 12 persons had responded. This strategy helped increase the current response rate increased by 100%. Two days before the portal was closed, a further reminder was sent to all advising that if they had not yet answered the survey, it was a reminder to do so. I was pleased that the response rate was 52.8%. Cohen et al. (2007) claim that anything 50% or more is reasonable since response rates to questionnaires can be low.

4.6.3 Quantitative Data Analysis

Given the small size of the group of TEs in the OECS, non-parametric data as described by Cohen et al. (2007) was derived from the questionnaire. I analysed the data by using simple descriptive statistics such as frequency distributions, graphical summaries, and cross-tabulations. If I was using “complicated relational analysis” (Scott, 1996. p 55), then I would have applied reliability measures, such as Cronbach Alpha reliability measures (Cohen et al., 2007) of items in the Likert scale as in Question 7. My aim was not to compare or establish relationships or correlations among variables, territories or individual TEs, or education leaders. Statistical Package for Social Sciences (SPSS) - version 24, Excel, and in some cases, manual treatment of the data were applied as needed.

4.7 Integrating the data (Phases 1 and 2)

In MMR, the integration of the data depends to a large extent on the sequence of, and the weighting given to the data sets. Therefore, in keeping with an exploratory sequential QUAL-quan design in my study, the qualitative data which had the greater weighting from Phase 1 were first analysed. The supplementary quantitative data in Phase 2 were next analysed and then both were integrated to enable triangulation, confirmation or disconfirmation of the findings. Bryman (2007) emphasises that integration depends on the sequence of the components and the weighting given to each component.

The process of data integration was particularly relevant at the stages of interpretation, discussion and reporting of my findings. This strategy allowed for continuous triangulation, complementarity and development of the research, thus ensuring rigour to my research. Hence, my integration strategy was an integrative analysis, as opposed to linked or parallel analysis (Boeije et al., 2013), whereby integration happens only at the discussion stage or data are analysed independently.

4.8 Ethical considerations

4.8.1 Access and informed consent.

Initial individual contacts were made with each institution and their DTE in the OECS to gain access for the research. Although I initially received informal confirmation of the willingness of territories to participate in my research, formal letters were written to gain access to each institution and emails and telephone calls made to aid the process (Appendix B). After receiving approval from the University of Liverpool (UoL) Virtual Programme Research Ethics Committee (VPREC) to proceed with my research (Appendix A), I made further contacts with all intended participants and sent them further details about my research through a participant information sheet (Appendix D). No risks were identified should participants decide to be part of my research. Informed consent (Appendix C) was obtained from each interviewee in Phase 1 when they expressed an interest to be interviewed. I was mindful, as well, that individual

participants could refuse to participate or discontinue their participation at any time during the research process (Cohen et al., 2007; Oliver, 2003).

It became necessary during the interview stage to extend my number of interviewees to 14. I wanted to interview another education leader representing the macrosystem in my conceptual framework, whom I thought would be able to add not just valuable information but clarify issues raised in earlier interviews as the research unfolded. I sought and obtained permission from UoL VPREC to interview this additional person.

In designing my research, I was cognisant of the time constraints under which the TEs and other education leaders worked, as this could restrict access and a desire to participate. Hence, I managed to schedule data collection around periods when they were most accessible, adjusting scheduled appointments as needed. Conducting the semi-structured interviews was time-consuming and lasted three months. The administration of the survey process was scheduled to be completed in two weeks. During this time, participants were expected to respond and submit completed questionnaires.

4.8.2 Other considerations.

I was mindful that various ethical issues could arise at each stage of my research. Cohen et al. (2007) and Creswell (2013) advise that these must be considered. Such issues include: confidentiality, anonymity, professionalism, legality, and participation (Blaxter et al., 2006). I had to be prepared to address these within ethical guidelines advocated by the American Educational Research Association (2011). To my knowledge, no adverse issues arose during my research.

I endeavoured to conceal the identities of the participants' names, gender, and institutions. For example, in my second UoL research presentation, I knew that persons from some of the territories or who were familiar with the islands would be attending the conference and so I kept islands anonymous. To obscure some details and identifiers, I assigned pseudonyms and where necessary, numerical codes to participants. This

strategy prevented persons from reassembling information for easy identification as advised by Cohen et al. (2007).

Interview data was collected using an audio tape with the participants' permission. At interview, Leacock et al., (2009) advise that before commencing the interview, permission should be sought from the participants to record the interviews. Permission was obtained. The participants were made comfortable (for example, informing them that they were not being assessed), and assured confidentiality and anonymity.

I made every effort to respect the views they expressed as Wellington (2000) advocates. In Phase 2, the Survey Monkey software was configured to keep each respondent anonymous, and although I could not control whether a person answered more than once, the survey could not have been completed again from that same device, limiting multiple responses from a single person. I trusted each person to complete the survey only once.

The data once collected was stored under lock and key in my filing cabinet which I alone could access. Data will be destroyed five years after the research as advised by Oliver (2003). This practice is also in keeping with UoL principles established to protect data from unlawful access and use. All the information was used only for the agreed purpose of the research.

With Creswell's (2014) claims that cultural, personal and historical experiences would influence a researcher's interpretations, I was mindful that my emic and etic positions (being the researcher and an educational leader) could impact my interpretations of the research. I, therefore, took the necessary ethical steps to limit biases that would distort the credibility of my research. Therefore, to limit biases and other prejudices I could bring to the research, I engaged in constant reflection with the use of my research journal, I developed what Coghlan and Brannick (2014, p. 1334) refer to as an "epistemic reflexive" stance, constantly analysing my own thinking and experiences against those of the participants. Creswell (2013) contends that in this way, I would be more aware of how my experiences shaped the interpretations, findings and conclusions of my research

4.9 Field notes/journal entries

My field notes offered support for memory lags and captured my actual timelines and perspectives on matters as my research progressed. More critically, my field notes recorded my views about my interview sessions, prompts, and probes. Blaxter, Hughes and Tight (2006) advocate for the use of a research journal to chronicle and record progress, observations, thoughts, and views as the research develops. This practice was critical to ensure my reflective and reflexive stance as researcher (Attia & Edge, 2017; Finlay, 1999) added to the credibility of my research.

4.10 Validity and reliability of the research

The issues of validity and reliability are essential when conducting any research. To ensure validity which refers to the extent to which findings are generated from facts and evidence (Leacock et al., 2009), I utilised triangulation strategies to heighten internal validity. I also ensured that the research questions were adequately addressed (content validity) and that there was no manipulation of the events or conditions within the research field (Cohen et al., 2011). Because my research is unique to a special group of people in the OECS, external validity may not be fully realised unless my generalisation is limited to that specific group of TEs. Hence, generalisations made are limited to the full-time TEs in the OECS.

Cohen et al. (2011) argue that reliability in an MMR can be construed as the likelihood of my research being replicated, and the same results received. However, in seeking reliability, I selected participants whom I thought were best placed to answer my research questions and used the most appropriate methods and tools for data collection and analysis. I also identified limitations in my research which are outlined in Chapter 7.

4.11 Summary

The preceding information detailed my ontological, epistemological and methodological choices to address my research questions and produce research that was valid and credible. An MMR with an exploratory sequential QUAL-quant approach advanced by Creswell (2010) was chosen after careful consideration of other research designs and approaches. The CPD of this special group of TEs in the bioecological environment of the OECS is a phenomenon of interest in my practice context, and the convergence of paradigms (Qualitative and Quantitative into an MMR) and data collection methods and techniques enhanced the credibility of the research findings (Hesse-Biber, 2010). Measures I took also enhanced validity.

Chapter 5. Data Analysis and Findings

5.0 Introduction

This chapter is concerned with presenting the findings of my research. As discussed in Chapter 4, my analysis involved, first a deductive stage guided by the Process, Person, Context, Time (PPCT) model (Bronfenbrenner, 2005d) linked to the different types and forms of CPD which shaped my conceptual framework (Chapter 3). At a second stage, I adopted an inductive perspective looking for relevant points in the data that would go otherwise unnoticed, thus, ensuring greater consistency and validity to my findings. The findings fell into four main themes as follows: teacher educators' (TEs') engagement in continuing professional development (CPD); personal and professional impact; factors promoting and or hindering TEs' CPD in the Organisation of Eastern Caribbean States (OECS) context; and need for change. Table 5.1 presents an overview of the alignment of the main themes and sub-themes with the elements of my conceptual framework and research questions (RQs) as well as the corresponding main sources of data.

Table 5.1 Data analysis and integration framework

Themes and subthemes	Alignment to conceptual framework	Research Questions (RQs)	Main sources of data
Theme 1: TEs' engagement in CPD Subthemes: 1. Formal CPD activities 2. Informal CPD activities 3. Communities of Practice (CoP) 4. TEs' responsibilities	Process (proximal processes (forms and types)); purposes for CPD activities	RQ1: In what CPD activities have the teacher educators engaged over the past three years and for what reasons?	TEs' interview schedule (Appendix E) Survey questions: 5, (# 3), 6, 7 (# 4, 10), 8, 9 (Appendix J)
Theme 2: Personal and professional impact of CPD Subthemes: 1. Improved knowledge and skills	Person (person characteristics)	RQ 2: In what ways do the participants consider the CPD activities in Question 1 have impacted their practice, if at all?	TEs' interview schedule (Appendix E) Survey questions: 6, 7 (# 2, 4, 6, 7, 11, 15) (Appendix J)

2. Intrinsic gains 3. Improved collaboration 4. Adjustment to role as TEs and their identified needs			
Theme 3: Factors promoting and or hindering TEs' CPD in the OECS context		RQs 3: What kinds of CPD activities are considered most appropriate by teacher educators and the education leaders within the OECS context?	All interview schedules (Appendices E to I)
Subthemes: 1. Perceptions of CPD 2. Support for TEs' CPD	Person (person characteristics); purposes for CPD activities Context (micro, meso, exo and macrosystems)	RQ 4: To what extent do teacher educators within the OECS value CPD activities as a way of enhancing their skills as teacher educators? RQ 5: What are the factors within the ecological environment (micro, meso, exo, macrosystems) that participants perceive promote or hinder their CPD and how are these manifested?	Survey questions: 6, 7 (# 1, 2, 3, 5, 7, 16), 8 (Appendix J)
Theme 4: Need for change Subthemes: 1. Systemic changes 2. Valuing CPD: the TEs' behaviours and beliefs	Proximal processes, Person, Context, Time	RQ 3: What kinds of CPD activities are considered most appropriate by teacher educators and the education leaders within the OECS context? RQ 4: To what extent do teacher educators within the OECS value CPD activities as a way of enhancing their skills as teacher educators? RQ6: What areas of policy, if any, do teacher educators and education leaders perceive to be in need of development and/or improvement for the ongoing professional development of teacher educators in the OECS?	All interview schedules (Appendix E to I) Survey questions: 7 (# 8, 9, 10, 12, 13, 14, 16, 17), 9

For each theme and subtheme, the qualitative data will be presented first, followed by the survey data which does justice to the exploratory sequential QUAL-quan MMR design that I adopted for my study. For the purposes of confidentiality and anonymity, the five groups of interview participants were assigned codes as follows: TE – teacher educator; HoD – Head of Department; CEO- Chief Education Officer; ED- EDMU and MO- JBTE representative. Hence, a piece of evidence from the qualitative data, with the reference “TE1/2” indicates a direct quote from Teacher Educator 1 in page 2 of the interview transcript.

5.2 Theme 1: The TEs’ engagement in CPD

This theme looked specifically at the kinds (forms and types) of CPD and the purposes for which the TEs engaged in them over the past three years. Forms of CPD included: formal and informal activities and Communities of Practice (CoP); types of CPD refer to standardised, site-based and self-directed activities. The TEs may engage in CPD for different purposes that could be transmissive, malleable, and/or transformative (Section 2.3.6). Transmissive CPD purposes are intended to mainly accommodate the receipt and dissemination of knowledge and skills while malleable purposes are intended to build autonomy and agency among the TEs. Transformative purposes generate inquiry-based changes for improvement in practice and systems.

In Phase 1, the data showed that all six TEs engaged in formal, informal and CoP CPD activities of various types that served different purposes. Not being able to discern the frequency and prevalence of the TEs’ CPD in this Phase over the three-year period, and also wanting to gain a wider view of additional forms of CPD activities which did not surface in the TEs’ interviews, the survey instrument was designed to allow further examination of these issues.

5.2.1 Formal CPD activities.

Table 5.2 (below) outlines formal CPD activities the TEs in Phase 1 reportedly engaged in during the past three years.

Table 5.2 Formal CPD activities TEs in Phase 1 reportedly engaged in for the past three years

Individual TEs	Forms of formal CPD activities	Types of CPD activities	Purposes of CPD activities
TE1 (initial career stage)	<ul style="list-style-type: none"> received training in ICT currently pursuing a Master's Degree attended JBTE moderation activities 	Standardised, site-based and self-directed	Transmissive and malleable: satisfy course demands at Department of Teacher Education (DTE); foster professional learning needs; build career goals
TE2 (mid-career stage)	<ul style="list-style-type: none"> completed doctoral studies attended JBTE moderation and Board of Studies sessions 	Self-directed, standardised, and site-based	Transmissive and malleable purposes: satisfy DTE course demands; foster professional learning needs; improve professional qualifications
TE 3 (mid-career stage)	<ul style="list-style-type: none"> attended JBTE moderation exercises and Board of Studies meetings; pursuing Doctoral studies did Coursera courses (a Massive open online academic portal) attended UNICEF sponsored workshop on behaviour management attended workshops on critical thinking 	Self-directed, standardised, and site-based	Transmissive and malleable purposes: satisfy DTE course demands; professional learning benefits
TE4 (advanced career stage)	<ul style="list-style-type: none"> facilitated sessions in ICT for colleagues and their students assisted in facilitating ICT workshops 	Self-directed, standardised, and site-based	Transmissive and malleable purposes: training others in ICT ; gaining knowledge about area of specialty; sharing best practices
TE5 (advanced career stage)	<ul style="list-style-type: none"> attended ICT workshop facilitated sessions in area of specialty in schools and for Teachers' Union completed online course in democratic principles attended seminars hosted by college through outside agencies attended JBTE moderation exercises 	Self-directed; standardized; self-directed	Transmissive and malleable purposes: Training teachers in schools; gained ICT training to stay abreast of what satisfy society demands
TE6 (advanced career stage)	<ul style="list-style-type: none"> attended JBTE sessions; facilitated sessions in schools and community; received ICT training in using smart board; trained teachers in early literacy programme through EDMU project participated in joint project with American university to train local teachers 	Self-directed; standardized; site-based	Transmissive and malleable purposes: meet DTE course demands; train others outside of primary responsibility to acquire pertinent skills

Table 5.2 shows that the TEs engaged mainly in limited formal CPD activities. These activities largely included attending JBTE-related CPD activities and facilitating sessions. All the six TEs interviewed engaged in one or more formal CPD activities. Five of them attended JBTE sessions which were standardised in nature. The JBTE prearranged sessions assisted the TEs in acquiring and streamlining skills and knowledge for delivering their courses. These JBTE sessions, held in January and June each year, were planned to moderate exams according to TE2 and HoD1. Additionally, Boards of Studies meetings are held *“throughout the course of the year where coordinators [TEs] of the various disciplines will meet in a closer unit to deal with specifically subject specific areas... and revise courses...they are light curriculum meetings”* (MO/3). At such times, *“lots of discussions take place about facilitating the courses”* (TE3/9). The purposes for which the TEs attend these sessions can be described as meeting transmissive and malleable purposes since the TEs would return to their institutions and share with others, adjust their own practices and make decisions about their courses. Hence, the instructional component of their role was mainly addressed through JBTE sessions. Interestingly, TE4, an advanced career stage TE, was the only interviewee that did not attend JBTE sessions because that discipline (not named to conceal identity) is not moderated by JBTE. However, TE4 engaged in another formal CPD, namely, facilitating sessions.

Another important finding was that three TEs in the advanced stage of their career facilitated sessions (standardised and site-based) not just for their colleagues' benefit but for special projects with teachers in the region, in schools, and the community. It could be that these TEs who facilitated sessions were considered “experts” in their area of specialisation because of the wealth of knowledge and skills they had developed over the years in their field. TE4 pointed out that: *“I function as a facilitator...My colleagues [other TEs] and even those I teach see me as a very resourceful expert in these areas”* (TE4/17). TE6 spoke of assisting in a discipline-specific project [not named to conceal identity] *“for the past one and a half years ... facilitating a kind of pilot programme in schools, doing testing and teachers' guides...training for coaches...orientation for principals”* (TE6/12). In facilitating

sessions, it would seem that the TEs fulfilled purposes that encompassed transmissive and malleable purposes.

Of the six TEs interviewed, only two were currently engaged in self-funded, formal standardised studies (one at Master's level-TE1 and the other, TE3, at doctoral level). Their studies were intended to enhance their professional qualifications and opportunities which equate with Kennedy's (2014) malleable purposes and which could lead to greater professional autonomy. TE3 also had found time over the past three years to participate in free online courses.

Noticeably, the TEs hardly participated in workshops outside of those by JBTE, as evidenced by the minimal mention of these forms of standardised CPD activities (Table 5.2). The only other mention was when TEs 1, 5 and 6 received training in ICT and TEs 1 and 3 attended a session in critical thinking and behaviour management respectively. Attending workshops with EDMU was not common among the TEs. TE5 who had nearly two decades of work as a TE stated [emphatically]: *"I have not attended any OECS anything except for the moderation and Board of Studies meetings [meaning the JBTE sessions] that were hosted with the OECS TEs but not directly by the EDMU"* (TE5/9). TE5's and others' unfamiliarity with the EDMU suggests that the unit did not directly affect them.

Research and research-related activities were mentioned by TEs 2, 3 and 4 when interviewed but were not featured as prominent formal CPD engagements that were done as part of their everyday responsibilities. These transformative activities (research and inquiry) were hardly attempted or accomplished when pursued. This suggests that such activities were not compulsory for their role since the research course is taught by the assigned TE on faculty.

TE2 felt that *"research should be paramount at this level"* (TE2/6) but was disappointed that having returned to the college, after postgraduate studies, there was not much collaboration among staff to conduct research. Similarly, TE4 claimed that efforts to produce research with others in their department had been futile although encouraged by the HoD.

When the frequency and prevalence of the CPD activities in Table 5.3 were considered among TEs in Phase 2, the survey findings, revealed a similar trend among them and those in Phase 1.

Table 5.3. Frequency and prevalence of formal CPD activities in Phase 2 over the past three years – Question 6 (n=26)

Formal CPD activities	At least once weekly	At least once monthly	At least once per semester	At least once annually	At least once over three years	Never	Total
Attending EDMU funded workshops/training	0	0	3	4	2	14	23
Participating in JBTE sessions	0	0	9	8	6	3	26
Attending international educational conferences	0	0	1	4	5	14	24
Facilitating educational sessions in schools, community	1	1	6	11	3	4	26
Collaborating to do research with colleagues	1	0	1	3	1	18	24
Engaging in scholarly writing	0	0	0	2	4	19	25
Presenting papers at local educational conferences	0	0	1	3	3	17	24
Presenting papers at regional educational conferences	0	0	0	2	5	18	25
Presenting at international educational conferences	0	0	0	0	1	24	25
Conducting research into practice	0	1	2	1	9	12	25
Engaging in sessions about emotional intelligence	1	1	2	2	2	16	24
Collaborating with partner institutions	0	0	2	1	4	18	25
Totals	3	3	27	41	45	177	NA

Like in Phase 1, most respondents (n=23) claimed to have attended JBTE sessions and this activity seemed to have been the most stable formal CPD activity, regardless of their career stage. Their attendance ranged from between at least once per semester to at least once every three years.

This was not surprising since attendance to JBTE sessions was dependent on whether courses were taught in a given semester or year. Rotation in attendance would also occur among the TEs of the same subject/discipline. It was noted that some TEs (n=3) did not attend any JBTE sessions. It, therefore, can be inferred that they too, like TE4, taught Electives, that is, courses not regulated by the JBTE. This is an interesting finding since it causes me to ponder about possible inequalities among the TEs' access to CPD and the kinds of CPD they have had.

Facilitating sessions (as was the case in Phase 1) was common among the survey respondents, most of whom (n=21) were also in the advanced stage of being a TE. Greater frequency was noted both on a semester and an annual basis than at any other time which suggests that some of their work occurred during summer within schools.

The incidence of the TEs pursuing award-bearing courses numbered 6 out of 28 respondents which follows a similar pattern of low engagement in pursuing award bearing courses as those interviewed. However, over the three-year period in the survey, only one of six TEs was pursuing doctoral studies, 4 were doing Master's degrees in an education related field and 1 a certificate programme, all in advanced stages of their careers. Although those currently pursuing studies were in advanced stages, a greater number were not pursuing higher degrees. This suggests that at this period in their careers, the TEs were not inclined to pursue formal studies since less than 50% (n=13) had a Master's degree and about 10% (n=3) doctoral degrees.

Attending workshops generally was not directly captured in the survey since it could be discerned from other activities. However, nine respondents had attended a workshop arranged by the Education Management Development Unit (EDMU) at least once, ranging from a semester to at least once in three years. This level of frequency and prevalence was not surprising, since, like the TEs who were interviewed, they were seemingly unfamiliar with this organisation and its work. Most survey respondents (n=17) felt that the unit would have been less or not likely to initiate their CPD over the period researched.

Further probing about research and research-related activities was done among survey respondents since research and research related activities were seldom mentioned by the TEs in Phase 1. For survey respondents, conducting research into practice and associated research activities such as producing scholarly writing and presenting at conferences were uncommon. The frequency of conducting research into practice was once over three years for nine TEs but no more than four respondents had participated in research associated activities with greater frequency. This finding confirms that for the TEs in the OECS, researching was not an area of general requirement in their role. However, despite the lack of engagement reported in this regard, most TEs (n=23) in the survey were mindful that research and its related activities should feature in TEs' work.

5.2.2 Informal CPD activities

All six TEs interviewed spoke of their engagements in varied self-directed learning and site-based informal CPD activities (Table 5.4). Common informal CPD activities among the TEs included: seeking information from online sources, dialoguing with colleagues and participating in meetings in the department. These activities largely assisted the TEs in being better prepared to teach their courses and served purposes which were mainly transmissive with some malleable intent.

Table 5.4**Informal CPD activities**

Individual TEs	Forms of CPD activities	Types of CPD activities	Purposes for CPD activities
TE 1(initial career stage)	<ul style="list-style-type: none"> • searched online for information for work-related courses; • participated in discussions within department; • reflected on practice 	site-based and self-directed	Transmissive and malleable: satisfy course demands at Department of Teacher Education (DTE); foster professional learning needs;
TE2 (mid-career stage)	<ul style="list-style-type: none"> • searched the internet e.g. You tube; • read journals; • participated in discussions at department level especially during teaching practice • contacted colleagues from OECS 	site-based and self-directed	Transmissive and malleable purposes: satisfy DTE course demands; foster professional learning needs
TE 3 (mid-career stage)	<ul style="list-style-type: none"> • engaged in personal reading • did personal research of information for courses taught; • participated in staff discussions and meetings • participated in discussions with colleagues from OECS 	site-based and self-directed	Transmissive and malleable purposes: satisfy DTE course demands; professional leaning benefits
TE4 (advanced career stage)	<ul style="list-style-type: none"> • researched information on the internet 	self-directed	Transmissive and malleable purposes: satisfy DTE course demands;
TE5 (advanced career stage)	None reported	None reported	Not applicable
TE6 (advanced career stage)	<ul style="list-style-type: none"> • Use of Internet e.g. You tube, Teaching Channel; • called on colleagues in the region for support; • discuss challenges and got ideas and resources from OECS TE counterparts • engaged in departmental discussions especially for Teaching Practice 	site-based and self-directed	

Regardless of their career stage, there was a sense of responsibility among the TEs in Phase 1 to seek whatever sources and approaches they could to be equipped to teach their student teachers. These activities were site-based, for example, discussions with staff and self-directed (solitary activities). Standardised CPD activities were not applicable within informal activities. The following TEs' testimonials provided further insights into their activities:

In addition to meetings [meaning JBTE] ..., staff meetings or discussions...; I've had to do a lot of reading and so empowering myself. (TE3/12)

If I really want to be on top of my game, I have to go out there and purchase what textbooks I need. You Tube and teaching channel be [sic] my 'go to' and other sites to facilitate, you know, some of what I do in the classroom. (TE 6/7)

Reflecting on practice (but not specifically through journaling) was mentioned by TE1. Coaching and mentoring were not directly mentioned as informal CPD activities the TEs did. However, HoD1 shared that the TEs were mentored when they were new in the role.

Similar data about informal CPD activities was obtained from the survey respondents in addition to information about prevalence and frequency of these activities. Table 5.5 provides additional insights.

Table 5.5 Frequency and prevalence of informal CPD activities in Phase 2 over the last three years- Question #6 (n=26)

Informal CPD activities	At least once weekly	At least once monthly	At least once per semester	At least annually	At least once over three	Never	Total
Searching internet for information related to course work	19	5	0	0	0	0	24
Participating in meetings in the Department	1	6	15	4	0	0	26
Dialoguing with colleagues about practice issues	15	8	2	1	0	0	26
Reflecting through journaling	4	3	6	3	1	6	23
Coaching/mentoring	3	4	6	5	0	7	25
Totals	42	26	29	13	1	13	NA

While the TEs in Phase 1 did not specify at what intervals or frequency they sought their course information, it may be deduced that the frequency was similar to their counterparts in the survey (n=19) who claimed to do so at least once weekly or at least once monthly. This inference is plausible because apart from the reasons given for doing these CPD activities, it was likely that they taught each week and so had to prepare for their lessons.

The TEs in Phase 1 reported that discussions at staff and departmental levels were common occurrences but the frequency could not be determined. These related to issues about teaching practice (when it was that time of year) and other practice issues. Survey respondents too, supported this claim, as this activity was done at least once weekly by 15 respondents and at least once monthly according to eight respondents. The TEs' participation in staff meetings for 15 respondents was at least once per semester or on a less regular basis for six respondents. This trend could perhaps be applied to the TEs in Phase1 since this activity was common among them. Like TE1, most survey respondents' reflection through journaling was sporadic. Six of them claimed that they had never engaged in this type of activity.

5.2.3 Communities of Practice (CoP)

Not much was said about this form of CPD in Phase 1. TE6 and ED spoke of having CoP (defined in Chapter 2) at national and regional levels to share best practices. However, the best representation of what could be considered a CoP was the online forums in which TE4 participated, from time to time, which were directly related to that discipline. TE4 who taught an elective shared that through these online engagements, participants *“share best practices”* in platforms such as UNESCO *“where XX [not named to conceal identity] experts... throughout the entire globe ... share ideas.”* (TE4/10)

However, TE2, TE3, TE6 and HoD1 explained that periodic contacts were made through email, calls and skype, to ask for or provide support to colleagues in other islands as needed.

These networking activities seemed to be quite useful, serving as a support mechanism for course-related reasons especially among those of the same

discipline. The TEs' networking connections can be termed a type of CoP but without a formalised structure since contacts were happenstances.

For example, TE6 shared that:

From time to time, I tap into the expertise of colleges in the region and colleagues across the region. I call them. Chit chat with them from time to time and just get a sense, especially when I am facing challenges with resources, conceptualizing assignments...; and I feel a bit uncertain about, you know. You can just discuss ideas. (TE6/7)

To get a wider view about the TEs' knowledge of CoP and whether the TEs at the various career stages were engaged in this form of CPD, I explored the concept in the survey, results of which are shown in Tables 5.6 and 5.7.

Table 5.6

Frequency of the TEs' participation in E-forum by career stages – question 6 #16 (n=26)

Career stages	Frequency of E-forum activities					Total
	at least once per semester	at least once annually	at least once over 3 years	never	NA	
1-3yrs	0	1	1	1	0	3
4-6yrs	0	1	0	1	0	2
7+yrs	2	2	4	12	1	21
Total	2	4	5	14	1	26

Table 5.7

Frequency of the TEs' networking activities with colleagues in the OECS by career stages – Question 6 # 11 (n=26)

Career Stage	Frequency of networking activities					NA	Total
	at least once monthly	at least once per semester	at least once annually	at least once over 3 years	never		
1-3yrs	0	1	1	0	1	0	3
4-6yrs	0	0	2	0	0	0	2
7+yrs	1	5	7	2	5	1	21
Total	1	6	10	2	6	1	26

As in Phase 1, the findings for the survey revealed that E-Forums did not occur among the TEs in the OECS generally, but when it did, advanced career TEs more likely participated. Over half of the TEs (n=14) never engaged in an online forum. Alternatively, networking was popularly used among the TEs in Phases 1 and 2 although six TEs in the survey (advanced career stage) never engaged in networking with OECS colleagues. This may have been because they taught Electives and, therefore, had no contact with OECS colleagues since they did not attend JBTE sessions for courses that the body regulated. The networking encounters, I would infer, occurred among the interviewees for course-related support. Seemingly, networking, which occurred as an unstructured form of CoP, was better appreciated than formalised CoP among the TEs.

5.2.4 TEs' responsibilities.

The TEs were directly asked about their responsibilities. All 6 TEs mentioned that it was to teach. TE4 used the term "facilitate" and TE2 said "lecture".

Within the responsibility of teaching, they identified several functions as evidenced by the following quotes:

Well, as a teacher educator, I am supposed to amm, teach the teachers of XX and XX (subjects not named to conceal identity) ... the best practices in terms of the

subject. Teach them some methods as well as impart some content in terms of the teaching of XX (not named to conceal identity) (TE1/5).

Facilitating the courses the student teachers have to complete in fulfillment of their associate degree, as well as, supporting and assessing student teachers while they are engaged in the teaching practicum exercise and beyond that is, is basically functioning as a resource person... for anybody who needs advice on teaching... facilitating and supporting and assessing, those are expected (TE3/4,5).

These functions are directly related to teaching duties. No TE at that point of questioning mentioned that research was part of their responsibility in their current role.

It may be concluded that over the past three years most of the TEs participated in formal CPD activities. Sessions were derived mainly from standardised activities that the JBTE planned and those sessions that the TEs facilitated. Informal CPD activities were usually self-directed. Unstructured networking was more likely used than formalised CoP. The TEs' CPD activities were teaching-related and served largely transmissive and malleable purposes. These activities satisfied course-related demands. Notably, research and research-related activities were seldom pursued.

One concern however, was that the TEs who taught Electives seemingly did not participate in JBTE sessions which was the most stable form of formal standardised CPD among the TEs.

Given the limited forms and types of CPD activities and recognising that they were done for mainly transmissive and some malleable purposes over varied frequency and schedules, it is apparent that the TEs may not be fulfilling the CPD expectations associated with their roles. Interestingly, however, Question 9 of the survey (Appendix J), which dealt with areas the TEs considered important for their CPD, indicated high levels of importance respondents attributed to particular areas associated with their roles.

5.3 Theme 2: Personal and professional impact of CPD

In reviewing person characteristics, the TEs in this study had been impacted personally and professionally by their CPD activities and these had led to improvement in practice in several ways (Figure 5.1). Although the survey captured some CPD impact from the respondents reported in Theme 1, the data collected from the TEs in Phase 1 more clearly identified how the CPD activities had impacted their practice and also highlighted some needs. Four subthemes examined how the impact was manifested from the CPD activities. The subthemes were: improved knowledge and skills, intrinsic gains, improved collaboration among the TEs and adjustment to the role as a TE and identified needs.

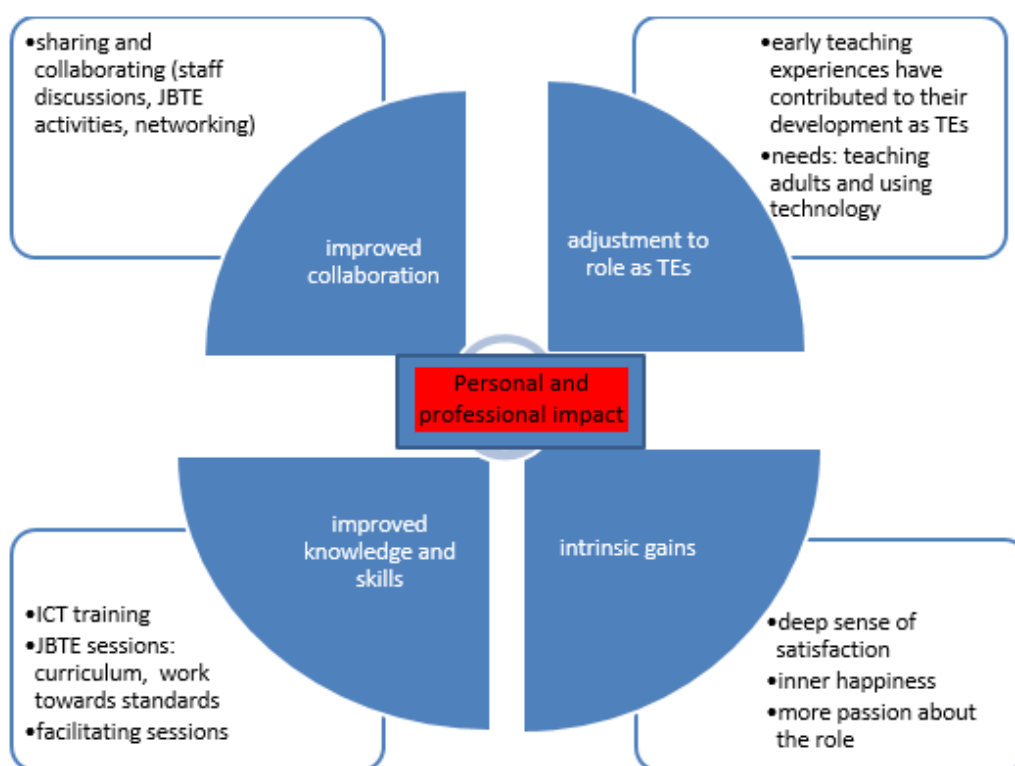


Figure 5.1. Personal and professional impact of CPD.

5.3.1 Improved knowledge and skills

As the TEs developed in their roles, the CPD activities had inevitably improved their knowledge and skills in different ways. TE1 credited self-directed

activities as having impacted practice mainly because these activities encouraged “a lot of reflection” and “...keeps you current...and flexible” (TE1/17).

The TEs in Phase 1 appeared quite comfortable in their content knowledge as this was not mentioned as being problematic. However, except for TE4 who was considered an ‘expert’ in his/her discipline, they each cherished any training received in Information Communication Technology (ICT). The training aided in the delivery of their course work with the use of a number of tools such as, PowerPoint, blogs and podcasts, as illustrated in the following testimonials:

It has given me information on how I actually manage the internet; ... like using PowerPoint. You know how to actually use the different areas of technology in the classroom. (TE5/11)

As little though, as it were, I think that little touch and go training on the smart board was important to me. It also showed that, hey, this is what is current and you know so little about it. And so with the training you know so much more. Yeah, it was like turning the lens right at me and says, hey, you need to get with it. (TE6/13)

JBTE’s influence in the TEs’ professional development appeared to have been significant especially the moderation exercises and another session which was conducted to work on revamping the curriculum for particular courses according to TE2. Additionally, TE3’s extension of the knowledge provided through JBTE sessions had been beneficial because:

It is targeted specifically to the subject and one can have broad coverage of all courses, ... but moderation would be just those courses facilitated that semester ... provided me with knowledge; it is giving me a sense of standards around the region and what I can attain and what I can aspire to as a teacher educator. (TE3/10, 17)

The usefulness of the JBTE sessions to the TEs’ CPD shown in Figure 5.2 was corroborated among most of the survey respondents across the career stages.

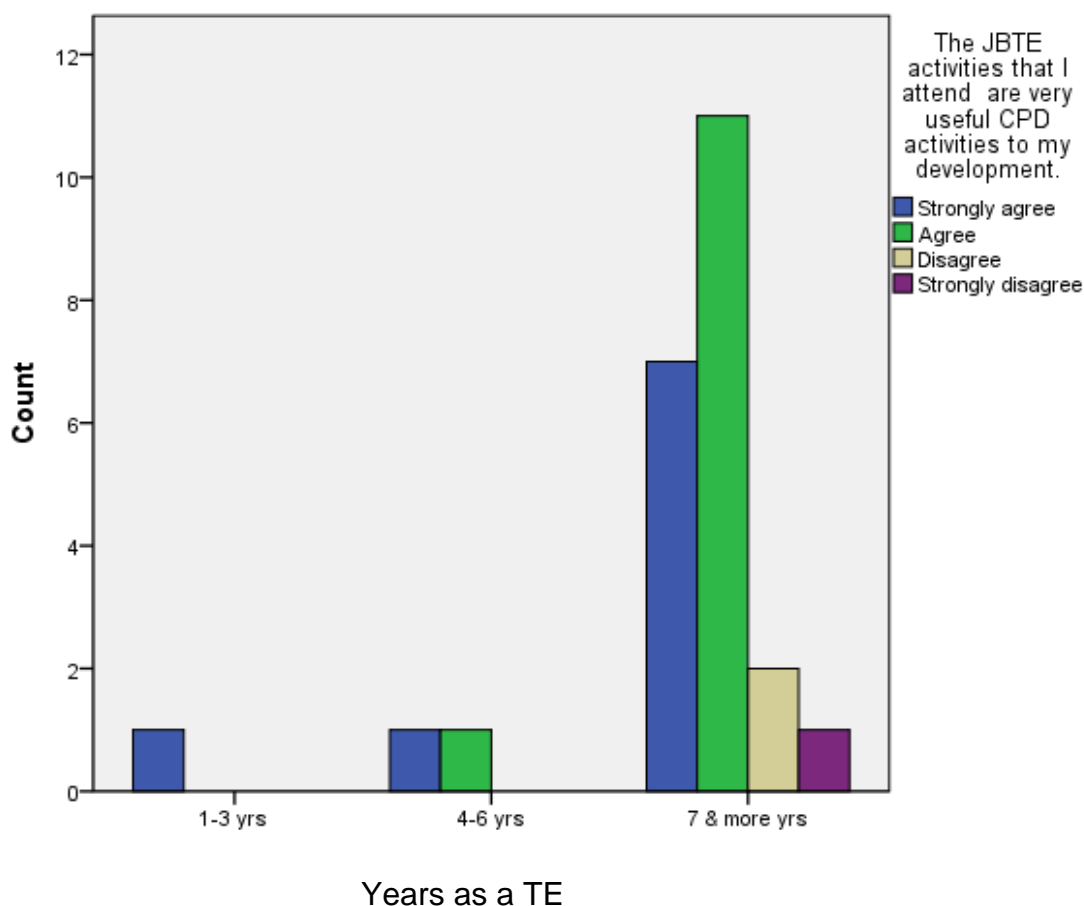


Figure 5.2. JBTE usefulness to TEs by career stage.

Facilitating sessions was another form of CPD mentioned by TE4 in recognising special skills in XX discipline [not named to conceal identity] which was not just for personal gains, that is, used in delivering the TE's course work and to share as appropriate with others, TE4 shared that in facilitating sessions, benefits were twofold:

I recognise that I have the skill in XX discipline [not named to conceal identity], to not only work with and share but to show people how it applies and how it can make a difference ... that really helps me a great deal. It reinforces my capabilities because I don't only receive information but I function as a facilitator. I think it reinforces my capabilities, my competencies and my knowledge. (TE4/17)

5.3.2 Intrinsic gains.

The TEs gained intrinsically from their CPD activities and their expressions suggested that they were satisfied and confident in their efforts as TEs. Apart from feelings of happiness and greater passion about the role as TEs, involvement in CPD also contributed to them having a sense of purpose and recognition:

For example, TE6 said that being a facilitator was “*very satisfying*” (TE6/17). TE1 was motivated and would “*feel a sense of purpose*” (TE1/17) when the self-directed activities had helped. Another was pleased to be considered a “*very resourceful expert*” (TE4/17) in that field by colleagues. TE3 had a good sense of the standards when learning from other TEs in the region especially at JBTE sessions.

5.3.3 Improved collaboration among the TEs.

Another important finding was that the TEs received support from colleagues within the OECS and the JBTE sessions were the main catalyst for this to happen. TE1 enjoyed the moderation sessions because of networking opportunities with other territories which provided feedback and ideas. This experience helped TE1 to become familiar with what happened across the region and this unified approach built confidence because of the support one could get. TE1 found that type of support was very rewarding for a young TE. TE2 expressed that JBTE presented tremendous benefits and spoke appreciatively about being able to share and collaborate with other TEs in the OECS. For example:

You meet other teacher educators at moderation exercises and you are able to share experiences, you are able to glean from others and when you leave those sessions you are able to contact the individuals, ... discuss course work assignments, ... scripts from other islands;... you see the difference; you see some things that you can do. (TE2/10)

The TEs also shared among their colleagues in their immediate departments. Discussions among others in the department, especially at teaching practicum, had been very useful in helping them understand the process and gain skills in assessing student teachers.

Working with other educational institutions for CPD purposes was not a norm in the OECS. Only TE6 spoke passionately of the possibility of their institution teaming up with another university and what that would bring for their institution in the ensuing year. This comment suggested keenness in learning from another organisation that offered professional development and the implications it would have for improvement in practice.

The TEs were not the only ones who were aware of how their CPD had impacted them. HoD3, for example, spoke of their in-house sessions during the summer being “*well received...*” because “*they did learn a lot and were able to implement ...*” (HoD3.16). It was also observed that a recent training conducted by UNICEF in positive behavior management generated enough interest among participants which made them eager to return to share the information with other colleagues.

5.3.4 Adjustment to the role of TE and their identified needs.

The TEs were selected as TEs, in some cases, on invitation to fill a vacancy. Only one interviewee, TE1, had reportedly applied for the post. They all came into the role having had rich classroom teaching experiences. Their seemingly successful transition into the role without formal training, was attributed to their classroom experiences. Notably, the TEs did not identify any challenges they experienced as classroom teachers transitioning from school to a college setting into the role as a teacher of teachers. For example, TE1 who was in the initial stage of a TE career knew what to expect when teaching the subject because of “*coming straight from a secondary school*” (TE1/6) and could impart best practices in the subject. This suggests that their knowledge of the school environment made the TEs more familiar with what their student teachers have experienced or would experience in the classroom environment.

Further, TE1 had to source all materials but did not classify doing so as a difficulty in transitioning. It can be inferred that this self-directed activity is linked to school-teaching practices and who they were as teachers exercising resilient behaviours as they met their students’ needs.

TE6 who was in an advanced stage credited preparation for the role to the early years as a developing teacher and the support received from other senior teachers. Such practices were transferred into what was done as a TE and, therefore, would influence what CPD activities were chosen (Tables 5.3; 5.4). TE6 said that:

If you really want to reach your students, you better start off by modeling, and demonstrating the behaviour that you want them to exemplify... I was fortunate to be in an environment where colleagues talked about their practice ... As an untrained classroom teacher at that time, yes, it was unknowingly preparing me for my post as a teacher educator as well. (TE6/5)

Additionally, TE3, who had been a lecturer in another department of the college was transferred in the DTE because of being considered a good lecturer by a supervisor. TE3 was told that such skills would be needed in teacher education. “*Preparing lessons and dealing with other issues that came up about teaching*” (TE3/6) were credited as experiences that prepared TE3 for teacher education. The CPD activities that TE3 would choose to engage in such as those in Table 5.3 could be considered linked to early experiences as a teacher. Hence, it appears that they continued to assume identities as school teachers while working in continuing or higher education.

It was generally expressed across the ecological systems that an induction programme in learning how to teach adults in HE and/or a formal training in teacher education programme should be offered to the TEs as needed.

The TEs’ views regarding additional training in how to teach adults at HE level arose from not being fully cognisant of what skills were needed to become a TE and that the adults’ learning needs were different.

For example, TE1 recognised that the student teachers may be married with children (and even seniors to TEs in age), with different learning needs and therefore, suggested that training in teaching adults would be helpful because “*I am not aware that everyone [meaning colleagues] fully understands that they are dealing with adults*” (TE1/19). In a similar vein, TE3 expressed an interest in getting formal training to become a TE because “*There must be a fit...no matter how bright*

you are or how much knowledge...there are other qualities...it's a change in pedagogy...it is also important in preparing people [meaning TEs] to what it means to teach adults" (TE3/18).

This view was shared at other ecological levels. For example, HoD3 believed that training in teaching adults would be needed because student teachers “*take things differently*” (HoD3/7). Similarly, HoD1 favoured “*continuous training in adult education*” as a critical CPD activity because “*we tend to forget...adults definitely cannot be treated like children*” (HoD1/7). HoD2, who observed the TEs in their work, expressed similar sentiments:

The strategies that one uses when they are teaching students in secondary and primary school level it's not the same strategies that apply when teaching teachers to teach. ... I guess some think that once you are a good teacher, you'll be a good educator. I don't think that's the case ... I think we could have all benefitted from learning techniques. (HoD2/3)

The MO also claimed that preparing the TEs to teach adults at HE level was necessary while the TEs “*may be exemplars in teaching students, ...we get a situation ...that it is a different dynamic altogether at the teacher education level.... people need to understand in terms of teacher education; you are dealing with adults*” (MO/18).

In Phase 2, all survey respondents (n=26) believed that their early experiences as classroom teachers had been helpful to them as TEs and this seemingly confirms that the TEs valued their experiences as useful in their new roles. Their CPD activities were, therefore, likely chosen or extended by these early experiences.

Despite their confidence, most TEs (n=22) felt that an induction course on how to teach adults would have been helpful as they transitioned into the role. Despite the absence of this course, the TEs were able to perform their duties choosing to engage in mainly self-directed CPD activities that they felt were needed. All the TEs surveyed (n=26) were also in favour of TEs having direct classroom experiences as a prerequisite to becoming a TE.

Technological issues (learning about, using and accessing technology) had been a major concern among participants at the various ecological levels. They had agreed that ICT should be an appropriate focus for CPD since the TEs should have sound knowledge and skills as users of technology. The TEs reported cases where they received ICT training but seemingly insufficient given the current technological demands in education as discussed in Chapter 2.

The TEs in Phase 1 expressed that receiving training no matter how small helped them with course related requirements. For example, TE1, TE3, TE5 and TE6 claimed to have benefitted from training which had helped them in posting blogs, using PowerPoint and the smartboard. TE6, who was a self-described “*techno peasant*” said that “*technology was an area of big challenge*” because of the “*limited expertise*” (TE6/7) and that it was needed for meeting course requirements. For student teachers to be able to use the technology effectively, it meant that TEs must be competent to pass on this kind of knowledge and skills to them to boost their performance as teachers. TE4 believed that integrating the technology “*can motivate students and stimulate performance*” (TE4/4). When asked about the type of assistance that was given to the TEs in the OECS in general, CEO2 said:

Technology is critical if we expect our student teachers to be using technology when they become classroom teachers. They must be trained in a technology rich environment and they must be trained to use the technology in the classroom...unless we give them that kind of training...and the technology to work with then how do they train our teachers? (COE2/15).

Similarly, the HoDs were of the view that the TEs needed to lead and to keep up with teachers and schools. The TEs should be utilising the technology to drive instruction and to be able to keep “*abreast of what is happening in the world of technology*” (HoD1/8). In HoD2’s view there had been “*greater efforts from teachers to integrate technology in the classroom*” (HoD2/6). However, according to CEO3 ICT was not being addressed systematically by the education system, more particularly the MoE. CEO1 spoke of the MoE having to discontinue its laptop programme in schools and addressing technology differently. The laptop programme was a government initiative that issued all students with a device. Nevertheless, CEO1 concluded:

We have to look to the college ... because we must ensure that all teachers at the college level are introduced to a programme of technology in the classroom since they will be required to utilise it in coming years (CEO1/13).

The TEs, however, complained of not having adequate access to the technology. TE4 mentioned that *“connectivity is bad”* and that *“the facilities and gadgets that are required for online delivery are not there” (TE4/8)*. Similarly, most respondents in the survey (n=19) felt that their institution did not provide enough technological support to them.

The impact of the personal and professional benefits the TEs claimed that they gained over the past three years from involvement in the CPD activities, coupled with prior experiences were varied but yet similar. The TEs and education leaders also recognised some critical needs in terms of TEs' CPD that require more attention.

5.4 Theme 3. Factors promoting and or hindering TEs' CPD in the OECS Context

A number of factors were identified at the micro, meso, exo, and macro systems, which affected the TEs' work and their CPD. These factors fall into two subthemes: perceptions of CPD and support for TEs' CPD. The OECS ecological context was one where there was no structured CPD framework according to participants in the various ecological systems.

Most survey respondents (n=19) disagreed that there was a strong CPD culture in their institutions which further underscores the case of the TEs' CPD being *ad hoc*.

A complete model of the conceptual framework is shown in Chapter 3, but Figure 5.3 illustrates more specifically the ecological context and how it functions as interconnected systems. For example, policy decisions taken at the macrosystem or jointly at the exosystem about TEs' recruitment criteria would affect TEs who function in the micro and meso systems (DTE). Hence, factors which promote and or hinder could be affected by the interrelationships between the ecological systems. In this

study, the findings point to an environment which had an unstructured CPD culture that hindered more than promoted the TEs' CPD.

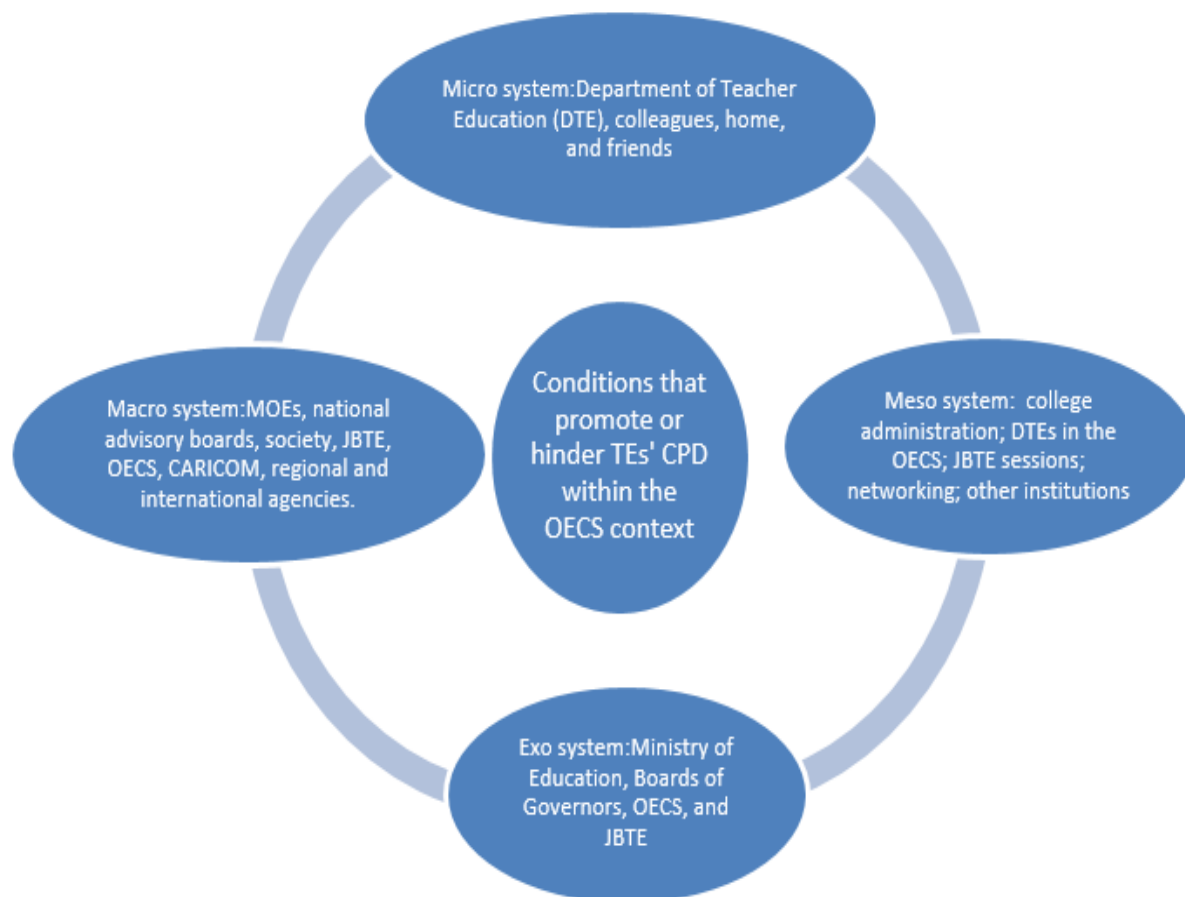


Figure 5.3 Interconnectedness of OECS ecological systems for developing TEs' CPD

5.4.1 Perceptions of CPD.

At interview, there was mixed understanding among participants in the various ecological systems about what was considered CPD and this could lead to hindrances rather than promotion of TEs' CPD. Taken together, these results confirmed a disparity between the ecological systems and could be the reasons for the *"resistance when it comes to trying to get persons to attend professional development"* (HoD3/18).

According to the MO:

We have these Board of Studies meetings and even in the Board of Studies meetings we look at curriculum, amm slash pedagogical meeting... it is really designed to be a workshop situation where you come in give teachers who are already trained further training in areas that we, we may deemed (sic) to be important for them to have. So, in that regard officially, the JBTE supposed to engage teacher educators in ongoing training and these are supposed to be held every year between November and January. (MO/5)

A curriculum session for TE2 that was held with the JBTE was interpreted differently:

Those sessions that were organised to revamp curriculum and to look at the whole course outlines for the various courses, I don't know one can truly call them that- CPD, because that does not define, to me, CPD. (TE2/11)

This explanation of TE2's misgivings suggests that this particular CPD occurred because it was an unplanned exercise which would not usually occur. TE2 perhaps felt that revising or reviewing of the curriculum was, therefore, not an activity that should be termed 'CPD', even though the workshops were facilitated by JBTE.

In the meso and microsystems, consensus was lacking about what was done as CPD. For example, as evidenced, TE6/7 claimed that there was no "*structured programme for continuous professional development at the college.*" However, there may have been structure in some areas.

For example, staff discussions and meetings were held during periods of teaching practice whenever this activity occurred in the programme. HoD1 explained that for teaching practice that "*this is something we engage in a lot...go through the rubric sent out by JBTE; have our battles; settle these...so we can apply the instrument...it helps a lot*" (HoD1/9).

Another view of CPD was that several things that were being done were "*not formally documented as professional development*" (HoD2/9). Activities such as, travelling to OECS meetings, reviewing and working on assessment strategies were done but not really considered as though it was professional development in which

they were engaged. HoD3/4 could not rate or describe the CPD culture in the organisation because: “... *we don’t get enough or we don’t do enough in terms of professional development ... there is a block period set aside by the college where all facilitators are engaged in professional development ... once annually.*” It appears that this comment only favours CPD that is formally planned, and, therefore, disregards informal CPD activities.

On the other hand, the CEOs who represent the macrosystem, expressed that recognition and remuneration for CPD were limited to successful completion of award-bearing courses lasting no less than a year. Recognising only award-bearing courses seemed to be an established practice within Ministries of Education (MoEs). Evidence of such views was voiced by two CEOs. CEO2 shared that:

I think basically anything [professional development activities recognised by the MoE] that you would have been doing over a year in duration must be a course that is over a yearlong and you can be and depending on the level of teacher that you are, you can be recognised for it. (CEO2/8)

At this point in time, unless it’s a programme [meaning a CPD activity] that relates to a significant award, it does not carry any specific remuneration... (CEO3/5)

ED in the exosystem, wanted to streamline CPD activities to represent the number of hours and wanted a common understanding of CPD through the generation of a list of activities.

ED admitted that there was debate in the OECS about what was considered CPD, but however, did not include what was required for TEs since they had not been factored into the discussions. ED stated:

There is a gap. While in the OECS sector strategy we speak to a minimum of 12 to 18 hours of continuous professional development for teachers, it does not specifically include teacher educators. ... We need to get it clear, what are we exactly referring to, when we make reference to continuous professional development. ... So, what we are hoping to do is to put together a list. Because a course that may be accepted in island X for CPD may not be accepted in island Y. So, we need to harmonise this. (ED/5, 6)

Taken together, these results confirm a disparity between the ecological systems and could be the reasons for the resistance among the TEs that HoD2 spoke about in the TEs' attendance and participation in CPD sessions arranged for them. Without clarity of what is CPD within the ecological system, then misunderstandings could occur and become a hindrance to the TE's CPD opportunities.

5.4.2 Support for TEs' CPD.

It was the general view among the interviewees that the TEs' CPD should be a shared responsibility among the different ecological systems. Each ecological system had influenced the TEs' CPD (promoted or hindered) in several ways. However, it appears that there were more instances of hindrances than promotion of TEs' CPD.

The participants in Phase 1, in some ways, had differing views about who should be responsible for providing TEs' CPD and the degree of responsibility. For example, in the microsystem, five of the six TEs interviewed, clearly placed more responsibility on the TEs as the ones responsible for their CPD rather than the institution. For example, TE6 declared that:

I have to take responsibility for my own growth and development. ... If I wait on the institution, I would become much stagnated I think probably the institution will have a big say in probably assisting with finance. (TE6/12)

But it was also echoed within the mesosystem that if the TEs could not provide for their formal CPD then "*where support [financial] is not forthcoming, the institution itself should ensure that they fill the gap to some extent*" (HoD3/5).

While the question of responsibility was not asked of the ED, the exosystem participant, it was felt that a collaborative effort was needed but that the TEs "*must realise that they must keep current with the trends and issues in education*" (ED/10). However, TEs as a group, had not been given direct support to date from ED's organisation.

Within the macrosystem the CEOs added the MoE and the JBTE to the list as being responsible partners with one CEO claiming that the MoE should perhaps

assume the “*lion share*” (CEO2/7). In another case, it was felt that the MoE should play a significant role perhaps because of its role in supplying student teachers to be trained who will then be placed in the government’s schools to work.

MO, the participant at the macro system, placed most responsibility in the hands of the TEs claiming:

If you have teachers passionate about what they do and they see their professional development as critical to their own growth then I think that the teachers should take ... 75% of the responsibility ... the other 25% should come from principals or their leaders in terms of facilitating them ... (MO/7)

In the survey, most of the TEs (n=20) indicated that their CPD should be mainly their responsibility which is not a departure from views of the TEs in Phase 1. However, there was no certainty in the level of responsibility each system should provide to the TEs’ CPD, but rather there seemed to be preference for a collaborative effort perhaps because the benefits of these CPD activities were multifaceted.

Additionally, as noted earlier, with no apparent stable sources in the ecological system for providing their CPD, with the exception of the JBTE, it has been evident that the TEs were largely reliant on seeking out opportunities themselves mainly through self-directed activities. The options shown in Figure 5.4 were used in the survey to probe further and to ascertain what sources were most likely to initiate TEs’ CPD activities over the past three years.

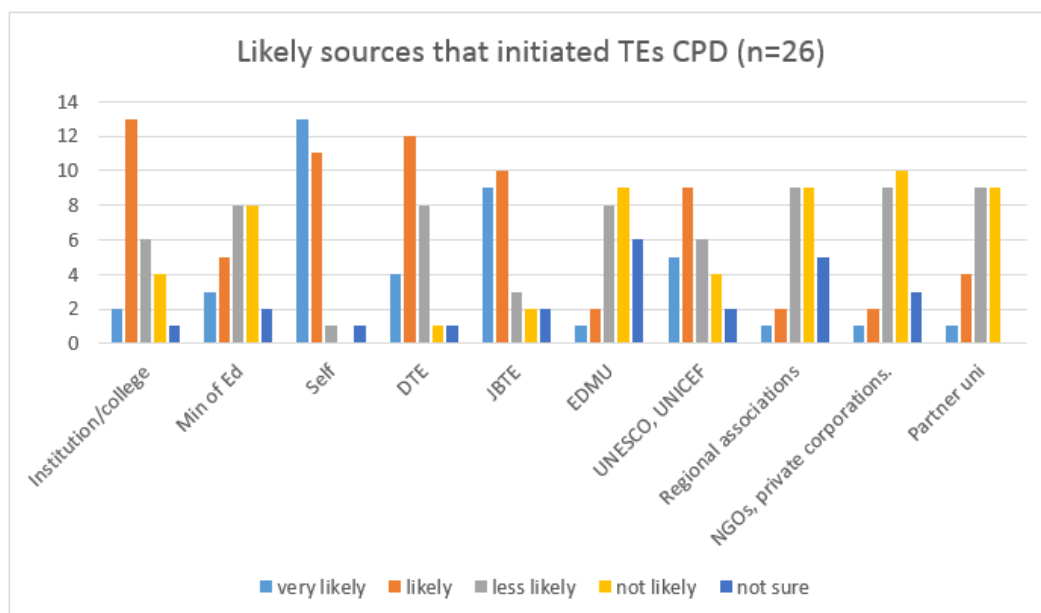


Figure 5.4. Likely sources for TEs CPD over the past three years

Figure 5.4 shows that it was commonly felt among survey participants (n=19 and n=24 respectively) that the JBTE and the TEs were the ones initiating their CPD activities. The TEs (n=19) also generally felt that their institutions were not providing the necessary support for them to engage in CPD activities. These TEs believed that their institution does not have a strong CPD culture.

This lack of clarity about who should be responsible for the TEs' CPD and the lack of confidence TEs have in the ecological context about support for their CPD, could work more towards the hindrance rather than the promotion of the TEs' CPD.

Further examination of the support for the TEs' CPD, varied in the ecological system. Each system more likely brings its own dynamics to the issue. The TEs' personal/professional circumstances, economic and political factors outside of the TEs' control were identified at each level to determine how they were manifested.

5.4.2.1 Factors in the Microsystem.

Within the microsystem, the TEs had their views about the level of support they have had and should have been receiving. To ensure they kept in touch with “*new teaching methodologies*” (TE2/10), “*be on top of my game*” (TE6/7) and “*empowering myself*” (TE3/17), the TEs had been self-directed in their professional learning with some support from sessions arranged by the JBTE to satisfy their

teaching demands. Some TEs in Phase1 (TEs 1, 2, 3) had self-funded their award-bearing CPD.

Four TEs interviewed felt that more time was spent in CPD activities as a classroom teacher, but in teacher education, they had experienced a drastic shift, meaning little CPD was being done at this level. The CPD culture in schools seemingly was better organised. TE2 recounted that there were regular workshops and meetings while in the school setting and that there were always CPD sessions. When asked about transitioning from school which had a rich CPD environment to that of the DTE, TE2 further noted “...it was a culture shock...; the kind of attitude that this wasn’t a place for the development of individuals’ intellectual capacities” (TE2/21). The TEs shared that there was less personal time because of the heavy workload, and this limited their time for studies but suggested different modes for CPD activities. TE6 suggested doing some CPD at periods when they were “less burdened in terms of the courses you have to teach” and suggested “... some refresher course via online platform, face to face ...” (TE6/21).

The TEs’ attendance at professional development sessions sometimes hinged on who may be hosting and the focus of the session. When asked, some TEs in Phase 1 expressed that all CPD sessions they had attended were useful. HOD3 explained that the TEs were more willing to attend sessions planned by the DTE, in their immediate environment.

They would more likely absent themselves from those the wider college had planned. This reaction resulted from persons’ failure of seeing how they would benefit. But HoD3 still thought that although they should have been bought into the idea that the session would benefit them, the TEs should recognise that:

It is not the institution forcing you to do something that is not going to be beneficial for you; but it is your own interest to recognise that at some point after the development session which would have been planned based on your need, that you are going to benefit (HoD3/18).

However, although the TEs engaged in self-directed CPD, they also seemed to resist participating in other CPD activities not just because of lack of interest, but because there were no economic benefits to be gained. HoD3 further stated that:

Not having the funds to do what needs to be done and not knowing they can access free professional development There is no economic value [meaning in non-award bearing activities] ... because you are not being paid according to the number of professional development sessions that we are engaged in ... and we give them [meaning TEs] a certificate and they asked me what is the currency ... When it comes to the government saying that if you have to show your professional development certificates for a raise in pay then they will do it. (HoD3/23)

In the survey, except for one respondent, all the TEs (n=25) were of the firm view that they should still participate in CPD activities even though there were no incentives. In some ways, this view does not translate into findings in Phase 1 since it was found that TEs were resistant to participating in CPD that were not financially or otherwise rewarding.

5.4.2.2 Factors in the mesosystem.

At the mesosystem, generally, the TEs had received limited CPD initiated by their institution and these had been low-cost to the institutions. For example, TE5 explained that the seminars would be: *“an all-around thing ’cause there are a lot of us. They can’t cater to each person’s needs in one seminar, so they just do something general”* (TE5/9).

In another institution, one Dean would capitalise on CPD that was funded for the TEs’ benefit because: *“Dean encourages a lot of self-development. ... if he knows of anything he will push ... even if it’s not funded by the college ... especially if its funded [externally], he will not allow it to go to waste”* (TE1/2).

But the TEs were not satisfied with the level of support offered by their institutions and other educational stakeholders as evidenced by TE3 who thought that formal activities arranged: *“once a year is probably not enough”* (TE3/15). TE2 was emphatic about the institution keeping TEs at *“the cutting edge of developments in teacher education”* (TE3/10). Other kinds of CPD activities would have been appreciated such as *“attend conferences overseas...to stay close to what other persons are doing in the discipline”* (TE5/9), but neither the government nor the institution had provided this level of support. Although institutions had admitted that

support for the TEs would come as ... *they [TEs]... sometimes sit together and plan lessons together and observe [lessons] and give feedback....* (HoD1/7). Similar sentiments were echoed among the HoDs (who could be viewed as operating in both the microsystem and the mesosystem). HoDs, as departmental administrators, should have some influence in guiding and securing CPD activities for the Department. However, when asked about funding for CPD activities, HoD2 claimed that:

I have not seen a willingness on the part of the college to subsidise, even to finance such [meaning to attend conferences]; ... have a specific timeframe allocated where the college puts on certain things for teacher educators ... bringing someone from overseas in... to minimise costs; opportunities now available online that is free of cost to you ... what value does it (free online courses) have... some may discard it as not valuable (HoD2/9, 10).

5.4.2.3 Factors in the exosystem.

In the exosystem, ED recognised that more support was needed for the TEs through *“increased opportunities for scholarships... partnerships with friendly governments... small research grants ED/11).*

ED suggested that tax breaks which governments could give to national banks and credit unions could assist these TEs, many of whom had led successful careers. These mixed approaches would cut costs to help the TEs but these avenues were not yet enacted.

ED who represents a neutral position in relation to the OECS mandate expressed communication and coordination problems:

There is a gap at the national level between the national colleges and the Ministries of Education; ... we get to the regional, the country reports; ... not much is being reported on initiatives that are undertaken at the national level. (ED/4, 5)

ED when brought to the reality within the interview that the TEs had not been given attention by that organisation, admitted:

... now that we are having this discussion, it's bringing it to me that we have been focusing so much at the lower levels [meaning early childhood, primary and secondary teachers] that we have left out this group [meaning the TEs]. (ED/5)

5.4.2.4 Factors in the macrosystem.

At the macrosystem level, CEO1 also lamented about the TEs' unwillingness to participate in short-term courses stating that the cost was too high both in terms of finances and personal time. CEO2 thought that more needed to be done because without incentives from the system, persons may not be intrinsically driven to do CPD activities if not properly recognised and remunerated even at doctoral level.

Moreover, CEO1 mentioned that if professional development hours were tied to salary increases more persons perhaps would participate:

Teacher Educators tend to choose structured programmes that culminate in degrees ... to gain knowledge and to gain recognition and open themselves up for promotion and increases in salary ... People gravitate to the larger programmes and may also put off professional development activities. They have to wait until they can afford them or if there is some kind of scholarship or programme to support the study. (CEO1/10, 11)

Although CEO2 acknowledged that there was support for the TEs from other agencies, conflicting priorities may also cause delays and problems in addressing key issues. Development partners (CARICOM, UWI, World Bank, UNICEF) according to CEO1 were driven by their own programming cycles. HoD3 also noted that although we should all be working towards harmonisation to attain the same thing, the wheel was being reinvented at times without realising it.

The CEOs were of the belief that the MoE should work more closely with the TEs and colleges. Without this close working relationship, there appeared to be a "disconnect" about how the MoE should support the TEs in their colleges and how their work would impact the education system. CEO3 noted that:

I do not see this engagement of teacher educators [having said they are fairly stagnant]. ... I don't even see that the assessment and the assignments ...

are sufficiently related to the issues of the system. ... I have never been asked to come and present the goals and plans and directions and priorities of Education to anybody at the college. (CEO3/7)

Further concerns about the TEs CPD were expressed when CEO1 claimed that *"We have not been able to get teacher educators to really move beyond the initial teacher training programme that they deliver to do any kind of continuous professional development"* (CEO1/16). In having to meet the specific contextual needs of each territory, CEO1 thought that the JBTE functioned with some rigidity and it may take going to the JBTE to discuss such issues at the annually scheduled meetings. This suggests that much needs to be done to get the TEs' issue of CPD systematically addressed through appropriate response mechanisms.

In another authority layer of the macrosystem, MO claimed that JBTE Board of Studies meetings were held consistently to address the TEs' needs in curriculum, latest methodologies, strategies and techniques. MO also thought that the TEs too should seek to join professional organisations such as *"AERA and ASCD"*; forge linkages with the local community, MoE and private sector. MO also stated that: *"it is critical for the TEs to recognise that networking is key"* (MO/6).

However, MO believed that colleges and governments needed to support the TEs when Boards of Studies meetings were scheduled since *"a lot of people can't come because they can't afford it"* (MO/12).

MO mentioned that it was not just the TEs who were not attending Board of Studies meetings but some education leaders because of cost, and this demonstrated the degree of value they placed on education.

MO passionately expressed the comment below (perhaps through frustration) and showed how economic issues emanating from "higher" up the system (macrosystem) could affect everyone in the environment.

So, if we don't see things as important, we don't spend money on it ... we have Joint Board meetings and many times [critical education leaders in the macrosystem] are not present. ... so, if you see education as important, you understand its place in economic development ... the correlation between solid teacher education, solid teachers. (MO/13, 14)

The low turn-out of TEs to the training sessions had far-reaching effects since it compromises what they are trying to accomplish in teacher education. From MO's standpoint, the TEs and their leaders should be more proactive in supporting the TEs' CPD.

However, it was generally found that the ecological systems needed to have a more unified understanding and approach to CPD in order to provide more support to the TEs' CPD needs. Most survey respondents (n=19) were not satisfied with the level of support they have had from their institutions during their career as a TE. Investing more in teacher education and the CPD of the TEs was critical since leaving the TEs to fund their own CPD within a culture where there was no CPD framework would be problematic. Without support and the necessary collaboration throughout the ecological network, the TEs may be restricted to what CPD activities they may be able to access. Therefore, the current situation seemingly hindered more than promoted their CPD.

5.5 Theme 4: Need for Change

This section will build on the findings in the previous sections by briefly addressing possible areas for development and improvement that the TEs and their education leaders identified in relation to the TEs' CPD. They all have acknowledged that current provisions for TEs' CPD need more attention and have suggested that different educational systems, relevant policies and practices need to be established. However, the TEs' value of CPD would play a pivotal role in advancing their CPD. Two subthemes were identified and will be used to present related findings. They are: systemic changes and valuing CPD: the TEs' behaviours and beliefs.

5.5.1 Systemic changes

ED who sits in a very influential position in the exosystem, with responsibilities for facilitating educational development in the region, *"through the harmonisation of standards, policy and programmes; mobilizing resources on behalf of member states, advising on policy directions and conducting research"* (ED/2), remarked:

I am not satisfied ... we are not moving at a pace; it's like we should have done it [CPD policy] yesterday but still we are not getting there ... two major

challenges for us ... access and cost at the tertiary level.... there is need for Ministries of Education and the tertiary institutions to work more closely; there seems to be gap in the operations ... I think the relationship should be more than this. (ED/7, 8)

However, CEO2 confessed that little had been done to date but that my study would hopefully shed light on what had been happening with teacher education. A similar sentiment was expressed by ED when asked about what member governments were doing to harmonise the CPD of the TEs.

The CEOs who reside in the macrosystem wanted more joint planning to occur between colleges and their MoE. HoDs also believed that this was necessary since it was felt that MoE did not know what the colleges were doing. In response to introducing technology in schools, each MoE or government dealt with the matter differently without direct input from the TEs and their colleges. For example, CEO3 admitted it was not done systematically. Another CEO claimed that students received laptops, but teachers did not receive training on their use. This situation they now realised had created a serious gap resulting in MoE and governments now wanting to rely on the TEs to lead the process. Additionally, although JBTE would provide technological training for the TEs, MO expressed that it could not be implemented because of the infrastructural issues mentioned earlier (Theme 2). Another issue which required joint planning concerned the issue of supply and demand of teachers. ED argued for more joint planning between the MoE and teachers' colleges since the colleges may be not supplying the Ministries with the skill sets among teachers that they really needed.

In the OECS, a problem of demand and supply was currently an issue for countries, their DTEs and schools. Retention of persons who had been contracted for two or three years was a challenge according to the ED since the remuneration was unattractive and persons may not remain in the profession for too long. Attracting persons with the best talents and minds was problematic because *“most persons will tell you they don't want to go to the teacher training institutions.”* (ED/9)

Joint planning within countries may not be so easily accomplished since it would involve decisions about the national budget. CEO2 was of the view that the political agenda dictated what the thrust of the government would be, and that

money is spent on what was thought to be politically prudent. However, if the issue of teacher quality was to be addressed, the CPD of the TEs would need to be given priority at the various ecological levels in a systematic way. In an attempt to address the disconnect, MO alluded to the fact that stakeholders should work more closely in developing quality TEs because we would then be able to produce quality classroom teachers. As expressed in the following quote ED believed that “*we need to advocate more to gain buy-in with our political leaders...to make the investments*”. (ED/17)

Perhaps more robust CPD practices for the TEs would have been possible if there was a CPD framework that took into consideration the TEs’ responsibilities to include their involvement in various kinds of CPD for different purposes. CEO1’s suggestion for change is evidenced by the following statement:

In order to aid persons, ... colleges really need to have a structured programme for professional development ... if it is embedded in the operational framework of the institution then it has implications for how you would timetable, how you would schedule courses ... to be flexible enough for when a person takes on a course. (CEO1/ 12)

However, for relevant CPD policies to be crafted using a legislative framework, MO expressed that:

I want to see policies on those areas that would create what I call the legislative and institutional framework to allow continuous professional development to flourish. ... so, anytime you are going to do anything in the school system, all education systems, it must be driven by policy. So policy must be something that facilitates what you want to achieve. (MO/15)

Similarly, HoD3 had another view in addressing current issues for the TEs’ CPD. HoD3 suggested teaching standards within a policy addressing professional development.

Teaching standards could be what the TEs needed to guide what they do. Having such a mechanism was favoured by the majority of the TEs (n=13 strongly agree; n=13 agree) in the survey.

To directly address the TEs' issues, TE3 suggested that an organising body would be one of the systems that needed to be established: The organising body TE4 said would:

Cover preparation of programs, appraisal of teachers to see what their needs are and how they are; ... how they are progressing and also planning, organising, checking again to see how effective are the systems that are in place. (TE4/31)

It was further suggested by TE2 that a unit should be established at the EDMU that dealt with only the TEs' perspectives since this could help advance the harmonisation of the TEs' issues in the OECS. This view was corroborated by many in the survey (n=22 strongly agree/agree and few (n=4) disagree). If this was done, the EDMU would become more familiar to the TEs since most TEs in Phase 1 were not familiar with its work. With a unit set up at the EDMU, it may provide TEs with more opportunities for decision making where their issues are concerned, in particular with that of their CPD.

CEO1 stressed that the decision-making process had many layers which impeded progress. However, missing from the decision-making process about their CPD were the TEs. When asked about the need for the TEs' involvement at that level, the overall response from the different ecological systems to the question was positive. MO believed that they are *"the ones on the ground and are the core stakeholders"* (MO/14).

As did other CEOs, CEO2 felt that when making decisions for the TEs *"they ought to be involved because they can answer best to their needs"* (CEO2/16). Similarly, ED was of the view that the TEs should have a part to play in informing their CPD *"because they would be evaluating their teaching. They would be getting feedback from their students"* (ED/14).

When asked in the survey, the TEs (n=25) were of the strong opinion that they should have an input in the matters regarding their CPD.

The interviewees expressed generally that a system of career pathways was needed and that this should be linked to the TEs' CPD needs. TE1 spoke of a "senior" lecturer at the institution for many years with no system in place to recognise

this TE's contribution or room for upward mobility. Systems for promotion and recognition of years of work and other mechanisms were needed to keep them motivated. TE1 felt that something should be done to keep long-serving TEs *"motivated and appreciated ... that their work is not going unnoticed ...because when people are recognised...they will probably keep motivated"* (TE1/32). The majority of TEs in the wider TE sample in Phase 2 strongly agree/agree (n=15/n=9) that a career pathway was needed for the TEs. This is noteworthy since a greater number of the TEs in the study were in the advanced stage of their careers and this could be the case when the total population is considered.

Further up the ecological system, CEO3 commented on the issue by saying that it was essential for *"some sort of career path for teacher educators; ...to map on to competencies so that at the point when you recognize a teacher educator, they are at the top of their field"* (CEO3/10). Further support for career pathways to be created was echoed by the MO who said:

I feel that we should begin to incentivise the teaching profession and giving teachers and teacher educators by extension different pathways so that when they come in to teaching, they don't have to ... remain in one spot. ... create what we call other avenues for those teacher educators ...to renew their sense of purpose and direction and that would only occur if we have ... a system or a career pathway that says: You can come in as early career, these are your options to move up. When you come mid-career these are the things that you can do. When you become late career, these are the things we have available for you. So, then you will have a differentiated scheme for them.
(MO/6, 17)

The idea that professional development was not incentivised was of concern mainly in the exo and macro systems. MO expressed that incentives did not have to be monetary but should be tied to an area of professional need that the TE had, for example, attending a conference. ED at the exosystem would like to see more research done but thought that access to resources through small grants could act as incentives. The ED was aware that even though the TEs may be willing to engage in formal CPD activities at the tertiary level, access and costs were barriers. Talking further about the issue, the ED remarked that *"... a number of persons would like to*

pursue doctoral degrees but cost is prohibitive in some instances and also the fact that you have to leave [go abroad]” ... (ED/11).

CEOs were unsatisfied with the current situation especially as it related to providing the TEs with incentives for undertaking CPD. For example, CEO2 stated:

I think we need to recognise and begin to look at giving increments because that is the only way you even get people to be the best that they can be ... and perhaps we need to do a bit more in terms of recognising the efforts of persons when they engage in professional development activities. ... we need to develop a structure where we would say that if you get a certain number of hours, recognised work, then you can be accredited-you can get some kind of recompense. (CEO2/8, 9)

The provision of incentivised system was explored further in the survey. It revealed that the majority of TEs (n=2 strongly agree; n=18 agree) would welcome this system, thereby supporting the views of those in Phase 1.

The issues raised about desired changes in the ecological context, span issues of time (personal and historical), the conditions within the ecological environment that will have to work together to enable such changes. The TEs who were the main focus in this study, will need to exhibit a desire to access, participate in CPD activities other than those currently at their disposal and such behaviours could be determined by the value they place on CPD.

5.5.2 Valuing CPD: the TEs' behaviours and beliefs.

So far, the discussion of findings has pointed to the TEs valuing CPD when considerations are given to their participation in CPD to mainly meet their teaching demands. It was generally felt that CPD activities that they had done were of some benefit.

Most of the TEs in the survey (n=20) accepted that CPD was their responsibility but also many of them (n=25) felt that they should participate in CPD activities although they are not rewarded. Mandatory CPD was also favoured by most TEs (n=8/15, strongly agree/agree) in the survey. Figure 5.5 complements the

discourse by identifying what the TEs considered important CPD activities for them as practitioners.

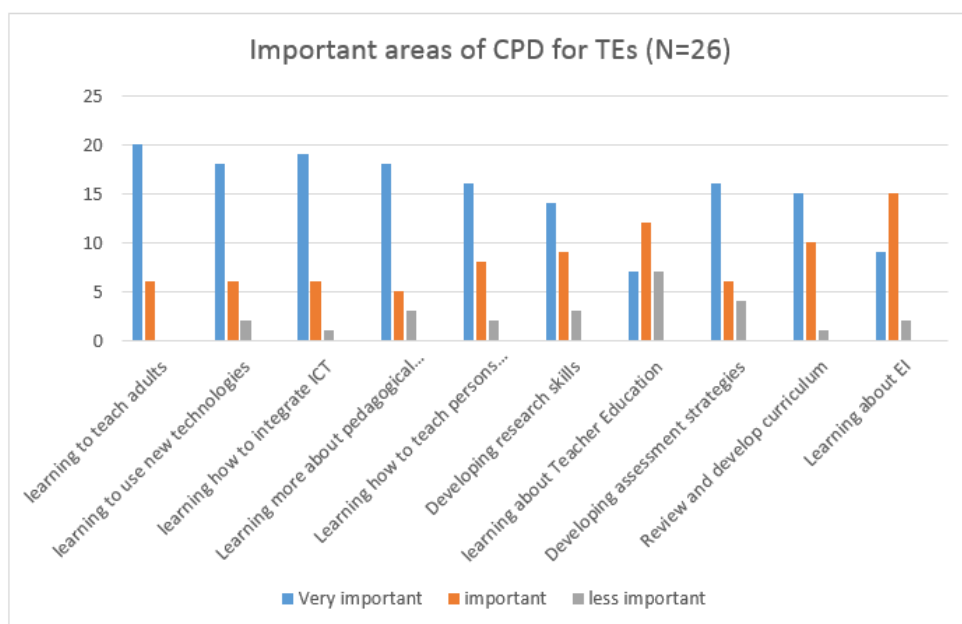


Figure 5.5. CPD activities TEs considered important.

The TEs from the survey were in support of most areas that the TEs in Phase 1 suggested were important to them. Teacher Education and research were not as highly favoured by them perhaps because they have not been required to research into practice and the former seemingly had no direct relevance to a teaching culture that is instruction-driven.

Training in Emotional Intelligence (EI) was not highly favoured perhaps because the TEs were not familiar with the term or because they felt they were doing well with their own EI practices.

Despite the TEs' values for CPD, in order for the TEs to engage in the relevant kinds of CPD activities to meet different purposes, they will need support from other stakeholders within the ecological environment. As established in Chapter 1, the economies of the OECS territories were small but the MO was of the view that even though there was *"an economic situation, people find money to do what they want to do"* (MO/13). The MO further claimed that *"... if teacher education was considered very important"*, then governments could make the decision to cut other things from the budget but make the decision that *"we are not cutting the funding for*

teacher education (MO/13). So, to facilitate the TEs' access to further training, MO suggested that "*colleges can write into their budgets, funds specific to professional development*" (MO/7). Hence, the reaction of the TEs to CPD would result as a joint function of all the elements within the bioecological environment of the OECS.

5.6 Summary

The TEs' CPD over the course of time was markedly uneven because of the seemingly unstructured CPD arrangements within the OECS. The CPD activities they had engaged in over the past three years were mainly informal and self-directed. They were largely transmissive and sometimes malleable in nature. CPD activities were infrequent and *ad hoc*. Hence, this led to the TEs accessing CPD activities which were mainly related to satisfying course requirements they taught but had minimal economic and personal demands on them.

The JBTE was one stable source that provided formal, planned and scheduled CPD activities to which TEs were expected to attend to improve their knowledge and skills for instruction and for transmissive purposes. They also benefited from the rich collaborative dialogue and sharing opportunities from the OECS TE network that they had informally created.

A concern was that the TEs who taught Electives were not required to attend JBTE activities and so did not access that kind of CPD. This group of TEs was, therefore, at a greater disadvantage as they developed.

The TEs reported that the CPD activities that they had engaged in had impacted their practice in several ways. They notably credited their early experiences as educators to who they had become as TEs and these experiences enabled them to transition without much difficulty perhaps because they had maintained their identities as successful classroom teachers. However, their common areas of urgent need included training in teaching adults in HE and in technology integration and general use. However, key areas in teacher education were identified as important to them.

Several factors inhibited rather than promoted their CPD. There was no consensus among the ecological environment about what was considered CPD.

While responsibility for CPD was said to be for all concerned, the TEs felt they could only rely on themselves and the JBTE for stable CPD opportunities. The TEs were recognisably at a disadvantage because support for their CPD was sporadic and minimal. Hence, their CPD was affected largely by their personal circumstances and the economic and political climate that pervaded the bioecological environment. A combination of factors suggested a weak CPD culture existing within the ecological environment.

Despite a CPD culture that lacked ample attention and support for the TEs, it was generally acknowledged that more needed to be done and this was critical to producing quality teachers. Educational systems and policies were proposed as possible answers to the current situation. However, although the TEs may value CPD as a means of improving their knowledge, skills and attitudes, much of what they could do would depend on the responses to their CPD needs from the bioecological context.

Chapter 6. Discussion of Findings

6.0 Introduction

The aim of my research was to conduct an exploration of the continuing professional development (CPD) practices of teacher educators' (TEs') within five territories in the OECS. A Mixed Method (MMR) approach with a QUAL-quan design was preferred to better understand the phenomenon. From Chapter 5, the following key findings were identified. Each finding is aligned to each one of the four themes.

Table 6.1

Themes and key findings

Themes	Key Findings
1. TEs' engagement in CPD	The TEs' CPD activities were largely informal and self-directed done mainly for transmissive purposes that were related to their teaching responsibilities.
2. Personal and professional impact	The TEs were impacted by their CPD activities in personal and professional ways.
3. Factors promoting and hindering TEs' CPD in the OECS context	The culture for TEs' CPD within the ecological context is weak.
4. Need for change	All participants representing the ecological environment in the OECS acknowledged that provisions and opportunities for the TEs' CPD need attention and change. Areas for improvement were identified. The TEs had identities as school teachers.

In this chapter, these four key findings will be discussed. First, I will argue that because of a weak CPD culture at every level of the ecological context, the TEs' CPD was hindered rather than promoted. Next, I will discuss the effects of the TEs'

CPD engagements, followed by the impact these have had on their development within a weak CPD culture. I will next argue for the need to build a suitable CPD culture. A summary will end the chapter. Where applicable, the four dimensions of Bronfenbrenner's (2005d) person, process, context, time (PPCT) model will also be discussed alongside CPD ideas from the conceptual framework.

6.1 A weak CPD culture

The CPD culture in the OECS ecological context revealed strengths but there were several issues that surfaced in the study that supported the findings of a weak CPD culture in the ecological context. These factors included: how much the TEs and by extension their education leaders value CPD; the mixed interpretations about the CPD term that existed within the ecological environment; and the economic, political and the sociocultural influences that existed at the various levels of the ecological system.

6.1.1 A word about culture.

Bergquist and Pawlak (2008), in examining three points of view about culture, conclude that it provides a sense of meaning and belonging to a specific group of people and that it is responsible for keeping individuals and groups together as they develop a "sense of purpose and continuity" (p. 10). Hence, they argue that culture may be defined by the roles, rules, behaviours, practices and attitudes that are portrayed by the individuals within it (Bergquist & Pawlak, 2008). Furthermore, Bess, and Dee (2008) note that within academic organisations, culture gives stakeholders internal and external to the organisation, an idea of what values and goals are of greater or lesser importance. They claim that subcultures may or may not operate in harmony but may compete for resources, power and eminence. If the OECS ecological context is taken as a whole for its part in the TEs' development, then in my view, the ecological systems and the effects of their influence play a great part in shaping the CPD culture.

6.1.2 Value placed on CPD.

From the findings, there was evidence suggesting that the TEs valued CPD. Posner (2010) believes that values are inherent and demonstrated in views,

attitudes, preferences, fears and desires. Except for the JBTE and the *ad hoc* support within their institutions, the TEs were left to provide their own CPD. Additionally, although they accepted that they should provide their own CPD, their efforts over the three-year period showed that not much was done apart from engaging in mainly informal self-directed activities.

Although the participants felt that providing TEs' CPD should be shared, the ecological environment was not positioned to adequately do so since no formal CPD structure was in place. Other value statements were that the TEs believed that although not rewarded, they should still engage in CPD activities and that CPD should be made mandatory. Their intrinsic gains and other benefits from their CPD also contribute to the value they placed on CPD activities. However, saying that one values CPD does not necessarily result in actions that demonstrate this value. Williams (2002) alludes to this gap that exists between espoused values and values in action.

With the TEs indicating that researching into their practice was an important activity for them, there appears to be a misalignment in values. The TEs mainly researched by reading to aid their teaching responsibilities but conducting research into their practice was absent. Engaging in research takes time, money and effort for skill development. Support from the institution to build research capacity was not present. Williams (2002) explains that values that are shared within an organisation create the synergy to build a united community of workers. Therefore, if the colleges value research, then research and research activities beyond what is expected for student teachers' course work would be promoted and in turn the TEs would develop a "researcherly disposition" (Tack & Vanderlinde, 2014, p. 297) and more likely participate.

Values alignment between both the TEs and educational leaders will be required since this is essential for advancing the goals of a learning organisation if it is to prosper in challenging environments (Branson, 2008). Therefore, if the OCES learning environment in which the TEs are found is to become effective, Senge's (1990) five disciplines to guide a learning organisational, cited in Bess and Dee (2008, p. 197), could be a useful point of reference. Having a clear understanding of

CPD and being able to identify what CPD activities the TEs would need with their input could result in greater development among them.

6.1.3 Clarity about CPD concept needed.

Uncertainty among the TEs and their education leaders about the CPD concept was present and this would most likely cause distortions for setting a clear vision and strategic plans for the TEs' CPD. Although the concept CPD demands different kinds of CPD activities for different professions, people and organisations, it encourages ongoing professional learning. This learning enhances one's knowledge and skills so that practice, once the new learning has been applied, will improve (Masoumi, Hatami & Pourkaremi, 2019). Understandably, the TEs and their education leaders will need to be clear on what they view as CPD and be able to account for them as part of their practice and the purposes they serve.

Without this level of structure, awareness, coordination and buy-in about CPD, the concept will remain contested among persons within the ecological environment of the OECS. Whereas the outcome of the activities may satisfy the TEs' immediate needs, their CPD activities will lack continuity, stability and complexity, conditions Bronfenbrenner (2005b) posits are necessary to aid human development.

6.1.4 Effects of sociocultural, economic and political factors within the context.

In looking closely at Bronfenbrenner's views about how context plays a part in human development, his explanation provides a reference point for me to understand how context may hamper or promote TEs' CPD activities. He claims that the process (the CPD activities) are affected by "interactive moderating effects" (Bronfenbrenner, 2005c, p 78) of not just person characteristics but context. Therefore, the interconnected relationships between various ecological systems (micro, meso, exo and macro) within the TEs' OECS context, had significant influence on the TEs' development manifested through economic, political and sociocultural influences. These factors either promoted or hindered their CPD.

6.1.4.1 Economic factors.

Economically, the TEs have used their discretionary judgement to respond to areas of need by supplying and or purchasing many of the resources they needed in order to deliver their courses. This response was in light of the scarcity of resources in their colleges, as colleges complained of not having money to spend on CPD and other needs. However, colleges would provide low-cost development sessions such as one-size-fits-all seminars to address particular needs the TEs had or which may be beneficial to the faculty in general. But this one-size-fits-all approach can be counterproductive since TEs would be at different stages of development, with different interests, responsibilities and needs. Thomas, Harden-Thew, Delahunty and Amelia (2016) favour “personalised and contextualised approaches” (p. 1) suitable to the workforce.

An issue which lies at the core of the TEs’ CPD is the scarcity of funding or financial resources. Limited budgetary allocations often prevented key stakeholders from sometimes attending critical JBTE sessions. Additionally, a budget for CPD in colleges was practically non-existent given the amount assigned to education in the national budget. This limitation did not allow for the TEs to attend conferences and participate in other CPD activities which required funding. In some cases, the TEs had to fund such activities which were costly. Hence, the TEs hardly ever attended conferences and participated in other activities that required personal financial investment.

Dean, Tait and Kim (2012) acknowledge that professional development drains resources. However, it is worth the effort when one considers the returns or the dangers of not providing it at all (Schleicher, 2012). The planning process at national and regional levels should address budgetary needs. McCaffery (2010) outlines the importance of the budgetary process and its alignment to the institution’s strategic plan. He claims that a budget is in essence, a strategic plan. In a managerial culture, cost-cutting measures are prevalent to satisfy other priorities (Bergquist & Pawlak, 2008). This was clearly the case where the TEs’ CPD in the OECS was concerned. Our education leaders in the macrosystem and exosystem of the OECS need to recognise that injection of financial support in ways that will foster the TEs’ CPD is critical. Without this type of assistance and strategic planning

among the various systems, the TEs' development and those of their student teachers will be seriously affected.

The TEs' practice in the OECS is focussed on teaching responsibilities. Zeichner (2005) paints a stark contrast in comparing research intensive institutions with teaching-focussed institutions in terms of how TEs are supported. He claims that there is often little or no professional development provided for faculty in institutions where teaching and field supervision are the main focus. He further notes that TEs would usually have heavy workloads and stringent travel budgets for conferences. On the other hand, in research-focussed institutions, Zeichner (2005) claims that faculty would place preference in doing research and relinquishing most of their teaching sessions, giving them more time to source funding and conduct research on behalf of the institution. In a study of South Korean TEs which examined the influence of the ecological context on their professional development, Hwang (2014) noted that insufficient financial support caused TEs to seek outside grants and funding for research. This could mean that the TEs in teaching-focussed institutions such as those in the OECS may have to develop the practice of seeking financial support for their CPD through grants and funding as do their colleagues who focus on research.

6.1.4.2 Political factors.

The most dominant political force supporting the TEs' CPD was the JBTE, the regulatory entity of the teacher education programme. This level of support was unsurprising. Through its influence and strategic intent (moderation exercises and Board of Studies meetings), the power exerted came as a result of the perceived benefits and responsibilities each island government was required to contribute to educational development at this level. The composition of the JBTE covers all levels of the ecological system. Hence, its ability to attract the involvement of key stakeholders in the ecological systems to assemble at specific times each year for CPD sessions and other decision-making activities signals its power-base. This means that JBTE has the ability to direct change or the potential to do so if Bess and Dee's (2008) views about power, authority and politics are accepted. This is not to say that there were no challenges. It is perhaps its regulatory function that caused

the governments and colleges to respond, (although not always favourably), to attending its sessions.

The TEs can be termed grassroots leaders (Kezar & Lester, 2011) in this field. If they are organised enough, they would exert leadership at college level or in their networks with other OECS colleagues that can cause others in the ecological system to respond to observations they make so that appropriate CPD sessions can be planned. For example, technological training perhaps was addressed, in part, since most of the TEs had this need, owing to course requirements.

Some political influences impacted the TEs' choices and participation in CPD negatively. This condition seemingly existed because of the view of CPD within the ecological systems. The MoE in the OECS only recognised award-bearing courses for promotion and or remuneration. Hence, there was little incentive for the TEs to want to engage in other forms of CPD since non-awarding bearing courses appeared to be under-valued by key policy decision-makers. More discussions about what constituted CPD could result in a better appreciation for other forms and types of CPD that are relevant to the TEs' work and development. Reportedly, at the 2018 OECS EDMU conference, dissonance remained about when organised professional development was best scheduled (*OECS Teacher Education and Professional Development Conference*, 2018). This suggests that CPD is still being contained in structured formats with little regard for informal CPD activities that occur at anytime, anywhere. Discussions about CPD may not be fruitful unless the ecological players work more closely together and involve the voices of the TEs in the process. The ecological systems other than the TEs' microsystem seem to have more influence on policy and decision-making. The TEs have said that they were desirous of having their voices heard through the decision-making process.

6.1.4.3 Sociocultural factors.

The sociocultural elements which promote or influence the TEs' CPD appear to be more pronounced within the various ecological systems when compared to the economic and political issues. For example, while the interactions lent support to the TEs' CPD, the quality and frequency of these encounters could not be discerned nor ascertained that these connections had significantly benefited the TEs directly. The

sociocultural elements which have kept the colleges functioning to seemingly meet regulatory standards suggest that the TEs have managed to meet course requirements in a satisfactory manner with the limited CPD opportunities they had. This could mean that the various ecological systems did their part to ensure that this occurred. To what extent the end results provided each territory with quality student teachers is yet to be ascertained.

For a learning organisation to thrive, team learning, one of the five disciplines that Senge (1990) cited in Bess and Dee (2008, p. 697) identified to guide organisational learning, could help to reduce the disjointed planning and communication issues that currently occur between the ecological systems which in turn affect the development of education in the OECS. Commitment to planning and executing educational goals, objectives and activities; sharing in a coordinated and timely manner; and including all systems in the ecological environment in the process is needed. Recognising some problems that exist regarding the TEs' CPD, the OECS EDMU 2018 Conference action points could be a good start in addressing some of the issues.

6.2. Proximal Processes

Bronfenbrenner (2005d) claims that proximal processes (activities) are the interactions the developing persons have with the immediate external environment (persons, objects, symbols). In the author's view the activities are most effective when done fairly regularly, but should become progressively complex over an extended period of time. My application of his view of proximal processes includes the CPD activities in which the TEs' engaged, such as, reading, discussions with staff and colleagues and attending JBTE sessions.

The TEs in the OECS were more proactive in engaging in regular informal self-directed CPD activities (reading, searching the internet) which were associated with their existing ecological conditions and needs. The activities met their professional needs and those of their student teachers because of the heavy focus on their instructional responsibilities and the absence of a structured system for CPD with accountability measures. However, while the TEs participated in these kinds of

CPD activities because of ease of access and the satisfaction they gained, the other members of the ecological environment paid less attention to these informal self-directed learning since only standardised formal CPD attracted remuneration and recognition for promotion and worth.

Despite Hansman's (2016, p. 32) claim that informal learning may be “undervalued” and not easily observed or judged for its effectiveness, there is evidence to suggest that preference for informal self-directed CPD activities in HE or post-secondary settings is not uncommon among faculty depending upon the environmental and ecological factors (Masoumi, Hatami, & Pourkaremi, 2019) and the need to meet most immediate professional needs (King, 2004). Taken together, informal self-directed activities formed a significant part of the TEs’ CPD in the OECS as they observed similar practices. This means that their environment and their preferences guided what CPD activities they chose. However, these cannot be clearly accounted for because of the absence of proper accountability mechanisms.

On the other hand, although the provision of CPD to TEs is not one of the JBTE’s direct functions (ECJBTE, 2016), its involvement with (direct and indirect) formal standardised CPD activities for TEs in areas of perceived needs, especially at Boards of Studies level, was noteworthy. The JBTE has to ensure that high standards are maintained throughout the OECS (ECJBTE, 2016) and providing this type of support to the TEs may be an additional strategy for attaining standards. However, it was noted that the TEs who taught Electives, that is, courses not regulated by JBTE, were not exposed to doing these formal standardised sessions. This puts them at a disadvantage in terms of the quality and variety of activities they engaged in during the period, and especially since their ecological environment was already lacking in a variety of CPD activities. Therefore, they will need to be supported more directly in focussed and strategic CPD activities that provide for their needs so that their student teachers will not be also placed at a disadvantage in their learning. Varying activities from those that relate only to teaching could be another way to build the competencies of the TEs.

Most TEs in the OECS were at Masters Level and only few possessed Doctoral degrees or were doing doctoral studies. Although Masters level work would require a research project, completing doctoral studies would greatly enhance their

scholarly and research skills. The TEs were aware that research was an important component in improving one's practice. Loughran (2014), among others, argue that producing scholarly work as part of what TEs do is a necessity for their full development. Expressed more decisively, Boyd, Harris and Murray (2011, p. 30) state that "scholarship and research activity are...an integral part of the complexity of teacher educators' work and their professional expertise". Hence, more TEs with doctoral level degrees could make a considerable difference strengthening the OECS research capabilities among TEs since these activities had largely never been done prior to and within the period under examination.

An interesting finding among the TEs' CPD activities is that the TEs who were more advanced in their career were more likely to facilitate sessions which they would consent to do at least once annually. It is possible that in assuming such responsibilities from time to time, the TEs had matured from novice stage through to expert stage (Dreyfus & Dreyfus, 2005), denoting increased complexity in their activities. The British Council (2018) TEs' stages of development from foundation to specialisation similarly provides an idea of TEs' point of development where they eventually develop specialist capabilities. The TEs at this stage were acknowledged by their peers and others for their wealth of knowledge and expertise in their field. However, their knowledge and skills may be limited to their subject disciplines (content and pedagogical) since they focussed on teaching-related activities rather than research-related activities.

It is observed that the TEs' CPD activities lacked variety and frequency. Their practices (preferences and frequency), were mainly for transmissive purposes (gaining skills and addressing weaknesses) but were less malleable (autonomous) and did not reflect transformative (inquiry, research-related) activities (Kennedy, 2014). Therefore, more balanced, broad-based CPD activities with greater frequency and complexity should be pursued to meet both collective and individual needs of all TEs and that of their institutions, with accountability mechanisms attached.

Largely, in the TEs' views, success in setting these CPD activities (proximal processes) in motion were, therefore, "developmentally generative" and not its converse, "developmentally disruptive" (Bronfenbrenner & Morris, 2006, p. 810).

Despite the scarcity of variety and complexity in their CPD activities, the experiences gained benefitted them in several ways.

6.3 Person characteristics

The TEs realised personal and professional benefits from their CPD. Their person characteristics influenced the nature of the impact of their CPD activities. Similarly, the development of their identities would be related to their experiential world where both subjective and objective forces play a part in their development. However, these changes did not affect their identities in significant ways over the course of time since their school- teaching identities remained more dominant than identities as HE academics. Bronfenbrenner (2005d) acknowledges that objective and subjective forces from experiences can significantly influence the course of development into the future. These prior experiences he claims could, therefore, alter or enhance how individuals develop into the future.

In Bronfenbrenner's PPCT model, the person characteristics are said to consist of three attributes that affect development. These are: **force** (conditions that are encourage or disrupt the person's ability to function); **resource** (ability, knowledge, skills and experience); and **demand** (reactions to the social environment that can affect growth) (Bronfenbrenner & Morris, 2006). By extension, the extent to which these person characteristics had influenced the TEs' reasons for participating or not to participate in CPD activities will be discussed in light of their reported benefits.

Dadds (2014) is of the view that one does not enter into CPD as empty vessels but they do so with "experiences, practices, perspectives, insights and anxieties" (p. 32) about their work. TE4 demonstrated this notion because as an expert in the discipline (not named to conceal identity) before becoming a TE, support was given to other colleagues because of the level of expertise TE4 possessed. Hence, TE4 did not participate in CPD activities of this nature as a consumer but as a producer/facilitator, an interpretation applied to what Bronfenbrenner and Morris (2006) posit. Resource characteristics were demonstrated in the application of knowledge, skills and ability as a facilitator. TE4's

use of these “developmental assets” (Bronfenbrenner & Morris, 2006, p. 812) complements the idea of proximal processes gaining complexity.

The TEs reported that they were still in need of more technological training both in teaching and learning and for administrative purposes. However, an example of a developmentally disruptive situation was the TEs not being able to adequately use the technological training received from the JBTE because their environment in which they were to transfer their knowledge and skills lacked the necessary infrastructure and was not supportive enough. Similarly, the resistance they exhibited in doing varied kinds of CPD activities, their workload and time were barriers in their CPD becoming progressively complex. Their CPD activities were, in some ways, therefore, developmentally disruptive.

Kennedy’s (2014) framework suggests that skills, ability and knowledge need to be acquired and mastered at increasingly challenging levels as a result of CPD. Therefore, all three purposes (transmissive, malleable and transformative) should be incorporated in the progress the TEs are expected to make as they develop. Becoming intrinsically motivated to participate in or at the point of having engaged in the CPD activities were gratifying for the TEs. It was clear that all the TEs interviewed expressed a special passion for their role of a TE despite challenges.

Although the activities cannot begin without the TE accepting to engage in them, (since the person characteristics set proximal processes in motion according to Bronfenbrenner (2005d), the level of participation and ultimate learning in these activities is first dependent on the individual’s characteristics- force, resource and demand.

Force characteristics are evident in the TEs’ manifestations of behaviours that caused them to participate in CPD activities because they were motivated. Intrinsic motivation causes a person to participate in an activity not as a means to an end but an end in itself with results in feelings of: competence, satisfaction, success at a task and pride in what was accomplished (Schunk, 2004). Interviewees in Masoumi, Hatami and Pourkaremi (2019) argued that their individual characters and efforts were instrumental in developing their competencies. Additionally, the prevailing environmental context (the appreciation and responses of peers) and time,

in which these activities occurred, perhaps were conducive to ensure maximum returns, hence, the exertion that was applied in each case of CPD activity.

Although the TEs' person characteristics favourably contributed to their efforts as TEs, there still remained the prevailing trend that the TEs were limited in the kinds as well as the purposes of CPD. Such actions would need to result in increasingly complex activities that would help them progress to the stage of being able to articulate the scholarship of teacher education (Loughran, 2014) having developed along the suggested continuum laid out by the British Council (2018).

The future promise at the OECS EDMU 2018 Conference to create a structure for more formal and strategic and organised networking among the colleges (OECS Teacher Education and Professional Development Conference, 2018) is a good one. Considerations, however, will need to be given to maintaining a balance between formal and informal networking since each has its advantages.

Establishing a culture of sharing knowledge or even feeling comfortable enough to ask for help from individuals does not occur overnight. People have to belong to an environment that encourages opportunities for this type of trust to be built so that giving and receiving information is fostered. Individuals will most likely not share unless they are motivated to do so; they feel valued; they are benefitting from the interactions and want to contribute to a greater purpose (Fullan, 2001). In other words, Bronfenbrenner (2005d) and Bronfenbrenner and Morris (2006) advocate for the CPD interactions to be reciprocated or bidirectional (Figure 6.1) for them to contribute to human development.

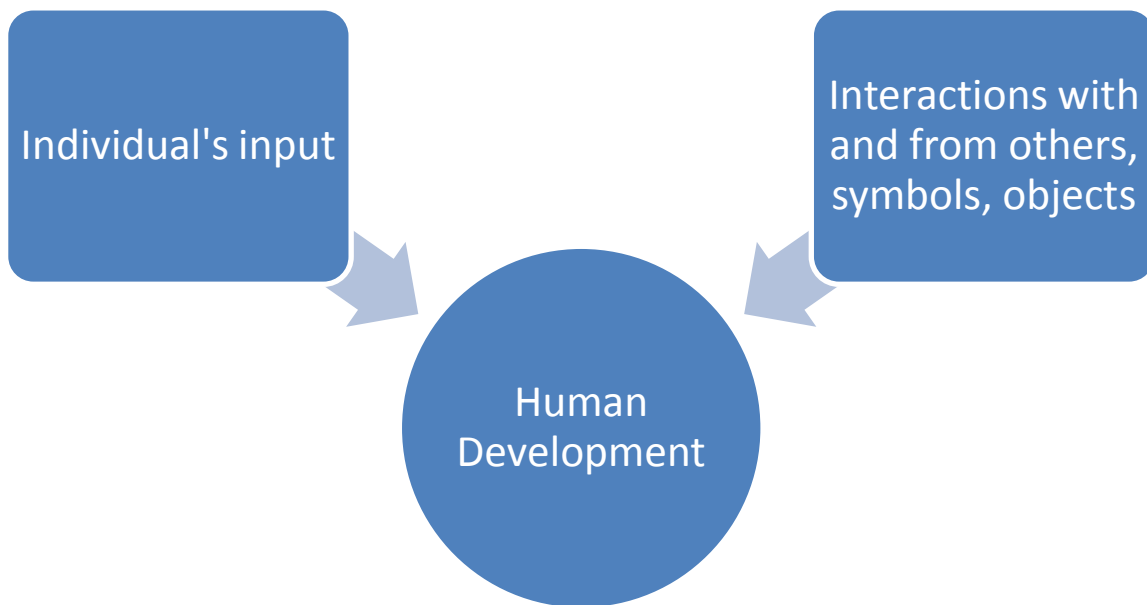


Figure 6.1. Reciprocal/bidirectional interactions promoting human development.

Kennedy (2011) in a study with teachers on collaborative CPD, underscored the value of collaborative connections that promote learning. Three levels of engagement identified were:

1. Co-location where individuals are in a common location such as working in a staffroom or participating in an in-service course.
2. Co-operation which involves individuals talking with others about common interests. For example, colleagues teaching the same course or discipline.
3. Collaboration which involves individuals engaging with others to solve a common problem or task such as conducting an action research project.

These principles can be applied to the TEs' environment because of similarities in some of their work-related activities. Noteworthy is the bidirectional interactions in the study and although varied, these interactions were valued despite barriers. The networking and CoP engagements in which the TEs in my study spoke of encouraged sharing at different intervals, (for example, in the JBTE moderation sessions and staff discussions) through different means (for example, skyping, face-

to-face and emailing) and should be valued as useful CPD activities. In support of my claim, I refer to Kennedy's (2011) belief that all forms of collaborative learning should have a good balance when considering other forms of professional learning. For example, collaborative engagements are also featured as malleable and transformative purposes in Kennedy's (2014) framework. Karagiorgi and Nicolaidou (2013) also endorse collaborative learning as a strategy for TEs to grow and develop as TEs.

The PPCT issues influencing the TEs' CPD in the ecological environment provide insights into how the interrelatedness of each system directly and indirectly affects their development. Largely, the environment in which the TEs are developing needs to be more conducive and responsive to TEs' CPD. As the education leaders work to improve the TEs CPD opportunities by building a suitable CPD culture, systems and policies will need to be considered. These considerations will ensure that the TEs develop not just as TEs observing teaching responsibilities and functions but that they develop to the point of articulating the scholarship of teacher education (Loughran, 2014). Our goal of building a world-class teaching profession as espoused by CARICOM could be realised so that we can compete within the international sphere.

6.4 Building a suitable CPD culture

The OECS CPD culture is in need of improvement and the participants in the various ecological systems acknowledged that. Consideration must be given to who our TEs are currently, how they have been developing and what other needs they may have that warrant attention. Adequate investments and accountability systems to aid TEs' CPD will need to be addressed. Consideration of future systems and policies are worth exploring for change efforts to begin taking root.

The relevance of this section hinges more so on the dimension of Time in Bronfenbrenner's PPCT model (Bronfenbrenner, 2005d). I anticipate that changes in teacher education will depend on what the TEs' experiences have been in the past and what we aspire to do now, in particular to guide how we in the OECS will support the CPD of our TEs into the future. Figure 6.2 illustrates the connectivity from one

timeline to the next and an examination of each follows.



Figure 6.2 Illustration of how time periods are connected for effecting human development.

6.4.1 Learning more about our TEs.

Our current TEs (most of whom are in an advanced stage in their careers as TEs) have been exposed to a basic two-year teacher education programme designed to prepare them for school teaching. In many cases, this has been their main formal training in Education with a pedagogical component. This qualification was needed as one of the main requirements for being accepted as a TE. The educational qualifications of TEs (Section 4.6.1) are varied with six TEs surprisingly not having any training in education at Masters Level. These TEs may have been hired because of the demand and supply gap which exists with the view that they would acquire a teacher qualification within a stipulated time. A greater number of the TEs also did not have a Master degree in the subject they taught. When compared to other TEs' qualifications in other parts of the world, the TEs in the OECS have been lacking in training qualifications at this level.

The TEs' past experiences have impacted who they now are as TEs. However, prior experiences should not be used as a benchmark for fitness for the role as a TE since their development needs to go well beyond these early experiences if they are to become TEs of quality, which includes researchers in teacher education. Bronfenbrenner (2005d, p. 5) postulates that positive and negative experiences can also contribute significantly to shaping ones course of development in the future. Their current CPD practices need to be examined further to ascertain what their CPD needs are since they have not operated in a CPD culture that is organised and structured for accommodating all kinds and purposes of CPD.

Therefore, their profiles as TEs having mainly school-teaching identities should help guide how they may be further supported and developed.

6.4.1.1 TEs' identities.

Three issues arose when the TEs' identities were examined. First, their prior teaching experiences although valued could be linked to how they were prepared for the role. Secondly, the TEs realised that their prior experiences were insufficient to prepare them for the role and would have valued an induction period. Finally, their school-teaching identity remained dominant no matter the career stage.

The TEs believed that TEs should have prior teaching experiences as school teachers. They also credited their prior experiences from teachers who had been their mentors or peers while they were classroom teachers. Without having had formal preparation, their school-teaching skills were what they could rely on to make the "ecological transition" which is a "shift in role or settings" (Bronfenbrenner, 2005a, p. 53). These TEs were already quite familiar with what occurred in schools and could draw on these experiences to answer their student teachers questions about school matters, and demonstrate teaching skills that they would have used even as they mentored less experienced teachers in schools. Added to this, our student teachers in the OECS would also have prior teaching experiences. In many cases, they are hired to teach then released through the government on bond after about two years of teaching to attend formal training. The confluence of these two sets of experiences, undoubtedly provided rich sources from which to draw as the student teachers are prepared to re-enter the classroom. However, the formal preparation of student teachers required far more than reliance on the practical experiences of their TEs and their ability to draw from the experiences of their student teachers. It involves a change in behaviour associated with the role (Bronfenbrenner, 2005f).

Maintaining a 'good' teacher identity solely based on their track record creates a false impression that teaching teachers to teach is simply a matter of drawing from past practical knowledge. Rather, Goodwin and Kosnik (2013) argue that TEs need to go well beyond past experiences and develop various kinds of knowledge that not only represents one's teaching philosophy but should include the various areas of

pedagogical knowledge, knowing about the sociological issues of the learner and the context in which the learning occurs. Recognising the complexity involved in preparing student teachers, TEs and education leaders should endeavour not only to be prepared to rely on the 'good' teacher's prior experiences but directly prepare TEs to be able to take their student teachers beyond their own past experiences into new and interesting teaching experiences.

At interview, the TEs did not express any self-doubt in moving from a school setting into the role as a TE into their local colleges nor did they register any serious difficulties adjusting to the role. This is quite unusual since several studies such as Murray and Male (2005) and Trent (2013) contend that TEs often struggled with the construction of their identities as developing TEs.

It is clear from the evidence, that the TEs maintained their school-teaching identities, given what they said their responsibilities were and judging from their activities over the past three years. Their prior experiences also helped to contribute to their current identities. There was a strong emphasis on engaging in instructional responsibilities, as opposed to a mix with research activities. The TEs were aware that they needed to engage in research, and further, they indicated that this activity was important to them. However, despite this awareness or desire, the TEs in the OECS maintained the school-teacher's role and identity (their comfort zone) without fully transitioning into doing scholarly tasks expected of HE academics; a developmental process expected of TEs. Their colleges seemingly did not assign this expectation as part of their TE responsibilities and did not encourage the scholarship of teacher education (Loughran, 2014) for one reason or other.

6.4.2 Relevant CPD activities.

A contradiction was revealed by the TEs' own admission. The TEs agreed that they would have preferred a period of induction which would assist them in teaching adults in HE. Murray (2010) concedes that many TEs' experience challenges with transitioning from teaching school aged-children to teaching adults who are teachers at different stages of their teaching careers. Studies have also shown that adults tended to be more self-directed (Henning, 2011; McGrath, 2009) and are more likely to appreciate their learning when their experience is taken into account in the learning process (Chen, 2014). This need for sessions in teaching

adults perhaps arose since they recognised that adults need to be taught differently but that they could still be effective using some of their school teaching strategies. It would be interesting to hear the views of their student teachers about whether they thought the TEs were teaching them as they would teach children rather than as adults.

It is interesting to note that the acknowledgement of the TEs needing further training in developing skills in teaching adults suggests that the teacher education training that they received years before to prepare them as classroom teachers, was insufficient to prepare them to teach adults in a teacher training institution. Hence, with this being the case, an induction programme prior to assuming the role seems logical to bridge this gap.

With the demand and supply issue being problematic in the islands, time for induction of TEs may not be available because of pressing vacancies. Making time to prepare them may be more fruitful in the long run because of the changes in responsibilities. Therefore, the induction process alongside their prior experiences and training would contribute significantly to how their identity is constructed over time, with the right support and relevant CPD activities. Ongoing professional learning opportunities throughout their careers would also be needed to develop their teaching skills further, for example, in the areas of technology. Constructing their identities over time to build enduring scholarly practices would be required if they are to meet their student teachers' needs and ultimately prepare them to be quality teachers for our students' benefit.

The EDMU 2018 OECS Teacher Education and Professional Development Conference attended by persons representing the various ecological systems recognised this gap and pledged to “create a mechanism for the promotion of research among teacher educators” (OECS Teacher Education and Professional Development Conference, 2018, #6). This would mean that the TEs would be required to actively engage in practitioner research instead of a single TE facilitating the 3-credit Classroom Investigation course, in a given year. Whether or not the TEs had a teaching-only role in their institutions, enabling a research-impooverished culture as the norm in a teacher training institution is not best practice since research and scholarly work is important to TEs' professional learning (Murray, 2010).

For the TEs to move beyond their current stage of development as TEs, the necessary physical structures or objective elements such as research teams comprising of experienced and less experienced researchers as reported in the Teacher Education Research Network (TERN) (Jones, Stanley, McNamara, & Murray, 2011), could be established to encourage research development. Simultaneously, the TEs' subjective feelings towards research would need to be examined and the necessary support created to build stability and changes in their research capabilities over time. Griffiths et al. (2014) noted in one of their studies, that the TEs within the first five years of becoming TEs did not see themselves as researchers but as school teachers because of the way they transitioned into the role. However, further into their mid-career with support, they began to assume the role as researcher. In contrast, three doctoral students who, in a study conducted by Yuan (2015) who wanted to become TEs, had considerable exposure working alongside experienced TEs as research assistants, teaching teacher education courses and undertaking other practical teacher education activities. Owing to their doctoral journeys and their preparation in becoming TEs, they were more inclined to conduct research as part of their practice.

The TEs in Yuan's (2015) study had grown to appreciate the value of studying their practices through systematic inquiry and research to develop "methodological competencies" associated with their role (Lunenberg, Murray, Smith, & Vanderlinde, 2017, p. 558). In these cases, not only were bidirectional or reciprocal interactions (Bronfenbrenner, 2005a; Bronfenbrenner & Morris, 2006) used for individual and work-related gains but there was a direct effort to develop research skills within these TEs over time with support.

6.4.3 Future prospects.

This now leads me into the discussion of future prospects which according to Bronfenbrenner and Morris (2006) address changing expectations within the macro level that I believe will affect the development of the TEs' and others in society.

Addressing the CPD culture for the TEs' development is of urgent need when we consider the issues raised in this research. Schleicher's (2012) sound advice in terms of the cost for CPD suggests that not providing CPD could result in higher

losses in the future. These losses may not be in dollars and cents but may result in a deterioration of knowledge, skills and values among the TEs. Figure 6.3 provides a possible way of addressing the TEs' CPD issues so that the future of teaching in our education systems can be transformative as the TEs and their education leaders adapt new approaches to their CPD practices.

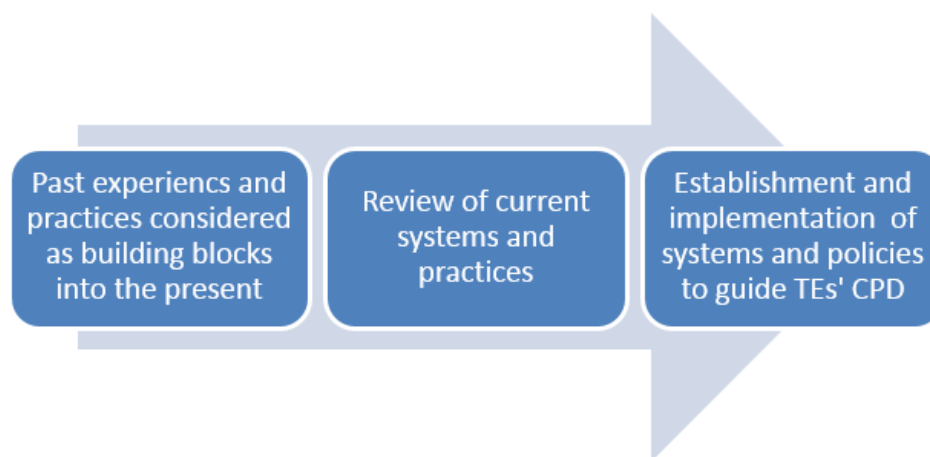


Figure 6.3. Process of change in addressing TEs' CPD.

The TEs' and education leaders' suggested systems and policies cannot be addressed over a short period of time given the constraints within the context but should be addressed carefully and systematically. Murray et al. (2011) suggest one plan going forward in supporting the TEs' academic lives: conducting systematic induction and articulating the value of research and scholarship. This suggestion is noteworthy but I revert to Loughran's (2014) and Kennedy's (2014) frameworks in light of Bronfenbrenner's PPCT model. I advocate for granting the TEs more autonomy and responsibility in the field of teacher education so that they will participate more in malleable and transformative CPD activities; support their professional development by reducing or eliminating the many hindrances found in this study. In this way, the TEs can move beyond the becoming stage to experiencing and articulating the scholarship of teacher education as they find that balance between teaching about teaching and learning about teaching through curriculum and programme coherence (Loughran, 2014). The relevant policies will need to be established to guide the TEs' CPD provisions and practices.

6.5 Summary

My conceptual framework provided a good foundation for discussing the issues about TEs' CPD because of the interrelatedness of the PPCT dimensions and the flexibility of the kinds and purposes of the CPD activities. Additionally, Loughran's (2014) framework presented in Chapter 2, offers insights for TEs and their education leaders to be guided when planning for their CPD into the future if they are to develop scholarly practices. In everything, Livingston (2014) reminds us that CPD activities must be relevant to the TEs' career needs. In this regard, more systematic planning and coordination is needed among all the ecological systems.

It was revealed that the current CPD culture was weak because of several contextual factors. Persons in the ecological environment had mixed views about the concept CPD and this presented a problem for articulating what standards of CPD may be needed for the TEs into the future. Further, economic, political and sociocultural support for TEs' CPD in the micro, meso, exo and macrosystems require attention.

The TEs within the OECS context accessed mainly self-directed CPD activities for largely transmissive purposes. The stability and frequency of these activities were greater than would be those activities which were of a formal standardised nature given the weak culture. Although the TEs have not had enough exposure to varied activities that may have lacked increasing complexity over time, they reported that they benefitted personally and professionally.

It was noted that the TEs' identities reflected school-teaching practices rather than in collaboration with research and other scholarly activities as HE academics. Training needs would include an induction period for future TEs together with ongoing professional development both for teaching and research purposes for existing TEs to transform their identities to reflect more scholarly profiles.

Chapter 7. Conclusion

7.0 Introduction

I will first present the relevance and impact of my study and provide information about its originality. I will discuss the implications of my work and make recommendations about how the teacher educators' (TEs') continuing professional development (CPD) in the organisation of Eastern Caribbean States (OECS) may be addressed. Next, I will discuss the limitations of my study. The extent to which my questions were answered will next be discussed followed by the conclusion.

7.1 Relevance and impact of my study

Socially, the study may lead to closer collaboration and discussions among the various ecological systems in the OECS. For example, the TEs have shared that they benefited from informal networking contacts. All the TEs could benefit from a structured Community of Practice (CoP) which would allow for greater sharing among this small group of TEs.

The economic impact of the TEs' development into quality TEs has far-reaching effects into the type of personnel we will produce for our society. The TEs participated in CPD activities that were within their economic means and this practice was similar in the meso, and macro systems. For example, institutions conducted one-size-fit-all CPD since finance was scarce. The macro system also limited its recognition of CPD activities to those that were award-bearing. Such decisions caused the TEs to refrain from participating in CPD activities that had no economic returns although they said they should still do CPD even if they were not rewarded. My study, therefore, may provide our education leaders and the TEs with valuable information that should encourage changes in the way the TEs' CPD is financed and supported.

Throughout the OECS, there is a tendency for education leaders to plan without enough dialogue or means for sharing and collaboration. My study has identified some of these instances. Similarly, there have been concerns about the

lack of will among those in the macrosystem to invest more in education especially in TEs' CPD. My study may provide insights into the issue especially since it highlights both strengths and weaknesses in the ecological environment. My study may also add to the ongoing discourse of the technical working group which was reportedly established after the OECS EDMU 2018 Conference on Teacher Education and Professional Development especially since the TEs' voices are indirectly represented in that group through the Deans of Colleges (OECS Teacher Education and Professional Development Conference, 2018).

7.2 Originality

The TEs' CPD has been receiving increased attention over the years but this has not been the case in my region. My study is the first study of its kind in the OECS and, therefore, provides an important perspective on this critical subject. The findings which are only applicable to this group of TEs, provide a reference point about how the TEs in the OECS have engaged in CPD, the results of such engagements and how the environment had influenced their CPD practices. It also provides members of the micro, meso, exo and macrosystems with evidence-based data about the needs of the TEs and how their needs may be better met.

From a theoretical perspective, Bronfenbrenner's bioecological theory provided the base around which I built my conceptual framework. The Process, Person, Context, Time (PPCT) model which was used, captured the influence each dimension had on the TEs' CPD. The bioecological theory of human development underscores the point that simply engaging in activities does not result in development but that the characteristics of the person, the context and time all must work interrelatedly to effect human development. This theory, alongside other CPD frameworks, using a Mixed Method Approach (MMR) gave my study a unique combination of ideas on which to base my research and yielded findings that might have not been unearthed otherwise. This approach allowed for the originality of my research and contribution to knowledge especially within the OECS.

The use of Bronfenbrenner's theory and its applicability to adult development was intriguing given that its original purpose was for understanding children's development. However, I decided to take the risk to apply it to my research context

and to see what it would yield. The theory when used in conjunction with other CPD ideas, revealed how various elements in the context provide a fresh perspective about the PPCT model and the CPD of TEs, thereby validating its use with adults.

Finally, my research will also guide my practice as a practitioner researcher. It is my intention to use the knowledge gained to contribute to educational policies and provide informed perspectives on what now needs to be done to develop the TEs beyond teaching duties to become researchers into their practice. This level of development among the TEs will result in better classroom practices among student teachers.

7.3 Implications of my findings and recommendations

With the findings pointing to a weak CPD culture within the ecological system, efforts will need to be made to improve the various CPD mechanisms currently in existence and to find other strategies that will address the TEs' CPD more systematically.

The CPD provisions for the TEs need to be improved given the findings of this research. This is not just in reference to their qualifications but their CPD practices which are not recognised within the macrosystem unless they are award-bearing courses. Similarly, informal CPD activities need to be accounted for and valued. More attention needs to be given to the frequency and purposes of the CPD they engage in currently. While I acknowledge there are barriers, the ecological environment in which they are developing needs to respond more directly to their CPD needs and issues.

Looking towards the future, this requires each ecological system to change those practices that work against the CPD of TEs. The TEs and their education leaders must be prepared to work collaboratively to ensure that the TEs in the OECS receive the required support for their CPD.

7.3.1 Microsystem (TEs).

The TEs should be able to recognise that relying on their past experiences and engaging in CPD activities that are mainly informal self-directed and

transmissive is not enough to enable them to grow and develop into TEs who can competently prepare student teachers for our OECS classrooms. Such limited practices would restrict them to performing responsibilities as school teachers and cause them not to develop identities as researchers. Hence, engaging in CPD activities that help them assert their autonomy and transform their practices through scholarly activities will build their capacity to fulfill their responsibilities as TEs should. In reporting about the impact of CPD in teacher training for lecturers in post-secondary institutions, Husbands (2015) argues that the experiences and ideas that are formulated throughout one's careers contribute to their continuing development. Husbands (2015) further posits that these experiences do not just complement but inform CPD needs. If applied to the TEs in the OECS, it means that the TEs should actively participate in periodically creating their professional development plans to identify their needs at different points in their careers. The TEs should seek to fulfill these needs on their own and in collaboration with others. The necessary policies and systems should be put in place to enable the TEs to work through their development plans for their benefit and that of the organisation.

7.3.2 Mesosystem (HoDs and institutions).

HODs are strategically positioned and, therefore, form the link between the TEs and education leaders in the exo and macro systems. They should ensure that they work with the relevant persons to devise policies and systems to address the TEs' needs.

Allowances need to be made for the TEs to be able to devote time to CPD. Hence, "protected time" (Waters & Wall, 2007, p. 160) to participate in CPD may be needed. Protected time means that time is set aside for them to engage in CPD activities and this time would not necessarily compete with time for other responsibilities. Currently, the TEs do not have set times each year to engage in certain kinds of CPD and gaining protected time could promote greater access to varied CPD activities to include building a research culture. Given that research could compete with their staunch focus on teaching-related activities, to build research capacity, a research policy may be needed to guide how TEs may increase this form of activity.

The 'two-step' process (Goodwin & Kosnik, 2013; Murray & Male, 2005), that is, moving from classroom teaching to becoming a TE, arguably cannot suffice. Hence, further training is advisable. An induction programme before becoming TEs with ongoing training has been advocated by several of the participants in the ecological system. The TEs in the current study claimed that, attending a course or seminar, team teaching with the aid of a peer evaluator prior to becoming a TE would have helped in making the ecological transition (Bronfenbrenner, 2005c). Boyd et al. (2011) provide guidelines which new TEs and their education leaders can use to inform an induction process. This period they claim takes into consideration the first three years in assuming the role. The induction period would act as a foundation to help the TEs develop not just a deeper understanding of their role but they would have opportunities to collaborate with other TEs, share, reflect and discuss issues related to their practice (European Commission, 2013).

Support the TEs through various CPD activities at different stages in their careers so that they develop beyond identities as school teachers to develop identities as academics in HE making research and other scholarly activities an integral part of their practice. Thomas, Harden-Thew, Delahunty, and Amelia (2016) provide a differentiated professional development framework which offer multiple options for teaching in HEIs according to their needs. Their idea provides guidance about how we can structure a professional development framework suitable for TEs given their stages of development and needs.

7.3.3 The exosystem.

The exosystem which is represented by the requisite unit in the OECS Commission is quite influential in the work it does. It is at this level that the TEs felt that a teacher education desk should be set up to address the TEs' issues. For example, information on how to access scholarships; time for CPD (for example, to conduct research and other scholarly activities), an induction period prior to TEs assuming the role; selecting, hiring, monitoring/supporting and retention of TEs. Providing incentives and career pathways for TEs were areas of concerns, so therefore, these will need to be addressed. However, input will be needed at each level of the ecological system to ensure that the educational systems and policies work in harmony or they will become misaligned (Darling-Hammond, 2017). Broad-

based systems and policies which can be used to harmonise TEs' issues can be guided from the Education Development Management Unit (EDMU) in the OECS Commission but in consultation with other stakeholders in the ecological systems.

7.3.4 Macrosystem (CEOs and School of Education-JBTE).

Many decisions that affect the TEs occur at this level. The CEOs and School of Education-JBTE occupy very influential positions and can decide in consultation with others what systems and policies will need to be instituted. If the TEs voices are not included at this level then what they propose may not work in their favour. Efforts to do more joint planning and investing more money in TEs' CPD and the development of teacher education is necessary.

As these ecological systems work together, they should build consensus about what is CPD. A working definition will be needed and articulated among the various ecological systems. Creating various means for TEs to be supported throughout their careers would be necessary. This can be accomplished through dialogue among the systems in the ecological context.

7.3.5 Researcher's reflections.

For me, as a practitioner researcher, this study has given me greater insights into process of human development having applied the PPCT dimensions to the TEs' CPD practices and perceptions. For example, the construction of professional identity throughout the life course of one's professional life was a construct I took for granted. For me, in understanding this construct, I recognise, that it is a process which needs the support of more capable peers and my own initiative (more research and reading) to further my development as a professional. Constructing one's identity over time is not to be feared unless one remains at one stage of development. This would not be in conformity with the anticipated process of human development that involves change and continuity over time (Bronfenbrenner, 2005d). Additionally, I have gained more skills and knowledge about research processes.

My three dimensional view of CPD, Kinds (forms and types) and purposes, allowed me to explore CPD in a novel light. At times it became convoluted, but I came to appreciate that the process was not linear. The use of Bronfenbrenner's

theory has given me a greater appreciation of the considerations I ought to give when considering CPD activities. With my now extended view of CPD in light of Bronfenbrenner's theory, I have identified CPD gaps in several areas in teacher education. For example, the tendency for TEs to access and engage in mainly self-directed informal CPD activities. This practice defies Bronfenbrenner's claim that proximal processes should become progressively complex over time for growth to occur (Bronfenbrenner, 2005d). This is a key finding that I will pinpoint to education leaders, TEs and other stakeholders and which could possibly explain some of the difficulties our students ultimately face. When considering the ripple effect, this situation impacts my work as an education officer, working directly in my supervisory role in schools. It follows that if the ecological systems do not work interrelatedly to address this issue, the problem will continue to negatively affect student outcomes. Policies, therefore, need to be crafted to guide the processes.

Coordinating this research across the territories was not an easy task but I am pleased that the strategies I employed were ethical and resulted in a research of which I am proud yet humbled by my learning.

7.4 Limitations of the study

My choice of doing an MMR with a QUAL-quan sequential exploratory design proved to be very enlightening and engaging. Both qualitative and quantitative data enhanced the information gathered for greater understanding of the phenomenon. The sequence allowed for in depth probing and opportunities for development, triangulation and complementarity of the data. In so doing, I was able to confirm and or disconfirm information between the data phases. The process added rigour and value to the research and its outcomes.

The absence of contextual documents about TEs' work in the region caused an over reliance on international literature. In some ways, the information did not mirror the experiences of the TEs in the OECS because of the variances in teacher education contexts. However, I make no claims for the generalisability of my findings to contexts outside of the OECS territories where my study is located.

The sample of TEs in the OECS was small which caused the inclusion of the same TEs who were interviewed in Phase 1 in the sample surveyed. However, despite this action, the survey caused an expansion of issues that were not sufficiently explored in Phase 1. Additionally, the greater number of TEs in the OECS seemingly are in the advanced stage of their careers. Some information received may have been prejudiced by this variance.

Participants were given an operational definition of CPD at interview. However, their perception of CPD did not mirror my operational definition in some cases. This caused me to scrutinise the term more closely. This yielded an additional interesting finding that supported my claim of a weak CPD culture in the OECS. This will be an area which will be actively addressed in my future practice.

Rather than misrepresenting any gender variability, gender was not used as a variable in my research because of the wide disparity between the number of male and female TEs. Only about 10% were males and this made numbers too small to be meaningful.

As an inexperienced practitioner researcher at doctoral level, I had to navigate my way through a difficult journey of producing the study. My choice of an MMR with a QUAL-quan sequential exploratory design allowed me to develop my qualitative disposition as I managed large volumes of data. The qualitative data was used to inform the quantitative phase- survey. My challenge in reporting was not just in integrating the data, but in deciding how to integrate both sets of data. This was new to me since I had never done an MMR. My ability to think and write critically was challenged as I worked to present a study which was easy to read and understand but which was also credible.

I would often move back and forth not just through the data but through the literature to understand the issues on the international scene. One very enlightening moment was when I realised that identity construction was an important concept within this field. This was not at first a valuable construct for me but when I came to the realisation that TEs actually encounter challenges as they develop, I could not understand why the TEs in the OECS did not report such challenges. Hence, this is an area for future research since I did not explore this in enough depth.

Although I can say that I have answered my research questions, I do think that Question 3 would need to be studied in more depth. In any regard, it was a long and winding journey that I am glad has been made with the satisfaction that I completed it observing ethical standards and limiting biases to the best of my knowledge.

7.5 Conclusion

My study explored the CPD of TEs in the OECS. It was found that the TEs' CPD was an area that needed greater attention since generally, the CPD culture was weak. Several factors within the ecological environment promoted or hindered the TEs' CPD. One such factor was the lack of clarity about what was CPD. Additionally, although it was clear that there was value placed on the TEs' CPD, not enough was done to demonstrate the value the ecological systems held for the TEs' CPD. Economic, political and sociological factors impeded more than promoted the TEs' CPD.

The TEs were more likely to engage in regular informal self-directed CPD activities which caused them to engage in activities that were less complex in nature and which were devoted to teaching-related functions. Hence, the TEs have maintained teaching identities, rather than expanding their development into becoming researchers and participating in other scholarly forms of activities.

Their person characteristics were important in how they developed as TEs. These characteristics could influence the level of development in conjunction to what activities they engaged in, the context in which they operated and the influence of Time at any given period. Their prior experiences were also critical to whom they had become as TEs.

Education leaders and TEs who are grassroots leaders in the field must now recognise the need to change practices through mindsets that foster greater development of teacher education in the region. This level of change should occur at individual level where TEs seek ways to develop their skills and knowledge and values as TEs. This mindset would involve participating in CPD activities of various kinds and for different purposes depending on needs (individual and institutional).

Their school teaching identities need to be co constructed alongside identities as researchers so that they move along the continuum of becoming TEs towards developing scholarly practices as HE academics (Loughran, 2014). In this way, they will be in a better position to guide student teachers to becoming quality teachers who will then most likely adopt practices to better aid the OECS goal of every learner succeeding.

At the meso levels there needs to be more synergy among communities of TEs so that greater collaboration and sharing of ideas can be realised. Similarly, TEs and the communities they create will be in a formidable position to influence decisions that affect their development. Actors in the exo and macro systems also need to adopt and create policies that guide programmes and practices for the OECS to not just function cohesively at that level but for TEs to be better supported in their ecological environment.

Bronfenbrenner's bioecological theory of human development provides a useful framework for this to occur. My conceptual framework with the use of relevant CPD ideas and models enhanced the discourse in a novel and refreshing way.

Hence, recommendations were made for changes to be made going into the future about how the TEs' CPD can be addressed. Policies and systems were suggested and would need to be established with the intention that the ecological systems would work together to develop quality TEs who can prepare student teachers to become quality teachers so that every learner in the OECS succeeds.

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9.0 Appendices

Appendix A- University of Liverpool Ethics Approval

Dear Desiree Antonio		
I am pleased to inform you that the EdD. Virtual Programme Research Ethics Committee (VPREC) has approved your application for ethical approval for your study. Details and conditions of the approval can be found below.		
Sub-Committee:	EdD. Virtual Programme Research Ethics Committee (VPREC)	
Review type:	Expedited	
PI:		
School:	Lifelong Learning	
Title:	The Continuing Professional Development (CPD) of teacher educators within the ecological environment of the island territories of the Organisation of Eastern Caribbean States (OECS).	
First Reviewer:	Dr. Lucilla Crosta	
Second Reviewer:	Dr. Kalman Winston	
Other members of the Committee	Dr. Victoria O' Donnell, Dr. Greg Hickman, Dr. Anne Qualter	
Date of Approval:	8 th November 2016	
The application was APPROVED subject to the following conditions:		
Conditions		
1	Mandatory	M: All serious adverse events must be reported to the VPREC within 24 hours of their occurrence, via the EdD Thesis Primary Supervisor.
<p>This approval applies for the duration of the research. If it is proposed to extend the duration of the study as specified in the application form, the Sub-Committee should be notified. If it is proposed to make an amendment to the research, you should notify the Sub-Committee by following the Notice of Amendment procedure outlined at http://www.liv.ac.uk/media/livacuk/researchethics/notice%20of%20amendment.doc.</p> <p>Where your research includes elements that are not conducted in the UK, approval to proceed is further conditional upon a thorough risk assessment of the site and local permission to carry out the research, including, where such a body exists, local research ethics committee approval. No documentation of local permission is required (a) if the researcher will simply be asking organizations to distribute research invitations on the researcher's behalf, or (b) if the researcher is using only public means to identify/contact participants. When medical, educational, or business records are analysed or used to identify potential research participants, the site needs to explicitly approve access to data for research purposes (even if the researcher normally has access to that data to perform his or her job).</p>		
Please note that the approval to proceed depends also on research proposal approval.		

Kind regards,

Lucilla Crosta

Chair, EdD. VPREC

Appendix B- Sample approval letter from one College

Ms. Desirée Antonio
Cassada Gardens
P. O. Box 3150
St. John's
Antigua

Dear Ms. Antonio

Request for Permission to Conduct Research

Your email correspondence to the Principal dated 26th September 2016 refers.

Permission is granted for you to conduct research at the Sir Arthur Lewis Community College on the topic "*Continuing Professional Development (CPD) of teacher educators: A Case Study exploring the perceptions and practices of teacher educators about CPD within the ecological environment of the island territories of the Organization of Eastern Caribbean States (OECS)*". The Office of Institutional Effectiveness will continue to facilitate your data collection activities.

The College would appreciate a copy of your final research report. Best wishes are extended to you in the implementation of your research project.

Sincerely

Appendix C- Sample Consent Form

Committee on Research Ethics

PARTICIPANT CONSENT FORM (Version I Date: 5th October 2016)

Title of Research Project:

The continued professional development (CPD) of teacher educators within the ecological environment of the island territories of the Organisation of Eastern Caribbean States (OECS).

Researcher(s): Desirée D Antonio

**Please
initial
box**

1. I confirm that I have read and have understood the information sheet dated 5th October 2016 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. MC
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected. In addition, should I not wish to answer any particular question or questions, I am free to decline. MC
3. I understand that, under the Data Protection Act, I can at any time ask for access to the information I provide and I can also request the destruction of that information if I wish. MC
4. I understand that my responses will be kept strictly confidential and anonymity assured. I give permission for the supervisors of the research to have access to my anonymised responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable in the report or reports that result from the research. MC
5. I understand that I must not take part if I am uncomfortable about the research or can withdraw at any time should I feel the need. MC
6. I understand that confidentiality and anonymity will be maintained and it will not be possible to identify me in any publications. For future publications and presentations, the data will be anonymized and used only for the purpose intended with yours and other participants' consent. MC
7. I understand and agree that my participation as an interviewee will be audio recorded and I am aware of and consent to your use of these recordings to be transcribed for use in my research and destroyed after five years. MC
8. I understand and agree that once I submit my data it will become anonymised and I am free to have it withdrawn should I wish to no longer participate in the research. MC
9. I agree to take part in the above study. MC

<div style="background-color: black; width: 100px; height: 15px; margin: 0 auto;"></div> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Participant Name	13.02.2017 <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Date	<div style="background-color: black; width: 100px; height: 15px; margin: 0 auto;"></div> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Signature
<hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Name of Person taking consent	<hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Date	<hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Signature
<hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Researcher	<hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Date	<hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Signature

Student Researcher:

Name: Desiree D. Antonio

Work Address: New Government Complex, Queen Elizabeth Highway, St. Johns, Antigua

Work Telephone: 1 (268) 728 5038 or 1 (268) 462 5972

Work Email: desiree.antonio@online.liverpool.ac.uk

Research Supervisor:

Name: José Manuel Reis Jorge

Work Address: University of Liverpool. UK

Work Email: josemanuel.reisjorge@online.liverpool.ac.uk

Appendix D- Sample Participant Information Sheet

Committee on Research Ethics

Participant Information Sheet Guidelines

If you have any questions about this document please contact the Research Governance Officer on 0151 794 8290 or at ethics@liverpool.ac.uk.

1. Title of Study

The Continuing Professional Development (CPD) of teacher educators within the ecological environment of the island territories of the Organisation of Eastern Caribbean States (OECS).

2. Version Number and Date

The version number of this document is: Version I Date: 5th October, 2016

3. Invitation Paragraph

You are being invited to participate in a research study. Before you decide whether to participate, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and feel free to ask us if you would like more information or if there is anything that you do not understand. Please also feel free to discuss this with your friends, relatives and GP if you wish. We would like to stress that you do not have to accept this invitation and should only agree to take part if you want to.

Thank you for reading this.

4. What is the purpose of the study?

Owing to the complex nature of teaching, the increased demands on teachers and knowing that the competencies of teachers are critical to students' learning (Darling-Hammond, 2006), there is need for teacher educators to be adequately prepared to teach teachers. The continuing professional development (CPD) of teacher educators over the years, has not been given enough attention, though this is now changing (Conklin, 2015; Kosnik et al., 2015; Loughran, 2014). Teacher educators, for the purpose of this study, refer to those who teach teachers in an institution training them to become classroom teachers making sense of theory and practice. Like in other parts of the world, teacher educators in the OECS have been transitioned into the role of teacher educator with little or no preparation and learning as they go seems to be the norm. For the next few years until 2021, the OECS Education Sector Strategy (OESS) identified key imperatives that member states should observe. Among these seven imperatives is the need to improve teacher professional development and included in the list are teacher trainers. Initial training and on-going professional development are noted as mechanisms that are responsible for good practice and also for the retention of teachers (OESS, 2012). Hence, my study aims to find out what systems (micro, meso, macro exo) in the ecological environment where the teacher educator develops promote or hinder their professional development. Furthermore, I also wish to determine how teacher educators value CPD and what types and forms of CPD have they been engaged in. From the discussions, and findings, it is hoped that suggestions for policy direction will be an outcome.

5. Why have I been chosen to take part?

As a teacher educator or leader in education, your voice is critical to helping me understand how your CPD experiences and activities at the various ecological levels have impacted your CPD and that of other colleagues so that I provide insights to educators and policy makers about this area of interest. The information cannot be gathered directly from any other source though I will be consulting organizational documents to give me a general over view of some of the trends, programmes and practices that have been occurring in the OECS over the years. The information gained would provide all concerned with insights about the needs of teacher educators and how their ecological environment promotes or hinders their development.

6. Do I have to take part?

You will be asked to participate voluntarily. You may refuse to participate or withdraw at any time during the research process without any ill will or disadvantage. You may also refuse to answer any questions during the research that make you uncomfortable.

7. What will happen if I take part?

I am conducting this research as a doctoral student specializing in Higher Education, in partial fulfilment of the requirements of this course for the University of Liverpool (UoL). I am the lone investigator but my work is being supervised by a primary and secondary supervisors- Dr Jose Manuel Reis Jorge and Dr Julie-Anne Regan who work with UoL.

I am conducting a mixed method research. The research will be conducted in two phases. The first phase, the Qualitative phase, will involve a series of interviews to include: interviews with a select sample of 6 teacher educators from DTE within the OECS, three heads of department in selected DTE, three Chief Education Officers in selected Ministries of Education who will be purposively selected. An education specialist from the OECS Commission will also be interviewed. This next phase, the Quantitative phase, will be developed from information gleaned in the first phase of the research and a survey will be done throughout the OECS DTE where all teacher educators will have the opportunity to participate in my research. This will give every teacher educator an opportunity to add their voice to the discourse pertaining to their CPD. The interviews should not last for more than 90 minutes and will be arranged at a mutually agreed time and place. Though it is more convenient for the researcher to audio tape your input, you may opt not to be recorded but the researcher will have to write your comments or responses. Your responsibility is to provide answers to information requested as a willing participant. However, before the interview, a consent form will be provided to set the parameters of your involvement and for your signature as a means of documentary evidence of your voluntary participation. The research protocol may be provided ahead of time should you request it. The questionnaire for the survey should not last more than 15 – 20 minutes. Your information will be stored in a secured location without direct identifiers to you and your comments. Codes and pseudonyms will be used to assure confidentiality and anonymity. As a participant you may choose to withdraw or refuse to answer any questions with which you are uncomfortable.

With your consent, the information you provide will be used for the purpose intended and will be destroyed after five years in keeping with research ethics.

8. Expenses and / or payments

The research is not funded by any external interests. As a participant you will not be reimbursed or offered any form of inducement for participating except in case where you would have incurred personal expense as a participant.

9. Are there any risks in taking part?

The risks in your participating in this research are minimal. If at any time in the research you are uncomfortable answering any questions, you may refuse to answer or discontinue the research without any form of disadvantage or ill will.

10. Are there any benefits in taking part?

Personal and professional benefits will be derived from the research for the teacher educators. Information gleaned will assist in helping policy makers and educators prepare and support teacher educators in their roles which will address their CPD needs. The research is intended also to benefit the OECS region (students, student teachers, society in general), in its quest to make our education system better particularly addressing issues where the CPD of teacher educators are concerned.

11. What if I am unhappy or if there is a problem?

“If you are unhappy, or if there is a problem, please feel free to let us know by contacting me, the principal investigator-Desiree Antonio at desiree.antonio@online.liverpool.ac.uk or at telephone number: 1 268 728 5038 or my supervisor at josemanuel.reisjorge@online.liverpool.ac.uk. and we will try to help. If you remain unhappy or have a complaint which you feel you cannot come to us with then you should contact the Research Governance Officer at ethics@liv.ac.uk. When contacting the Research Governance Officer, please provide details of the name or description of the study (so that it can be identified), the researcher(s) involved, and the details of the complaint you wish to make.”

12. Will my participation be kept confidential?

If you are chosen to be interviewed in Phase I, the Researcher will make every effort to ensure that you will be interviewed in a location free from intrusion and interruption. Information provided during the interview will be anonymized and held in strict confidence. If interview session is audio taped, you will first be asked to give consent. You will be identified with a pseudonym. Arrangements for virtual sessions and face-to face sessions will be mutually agreed. Participants for the survey will be asked to anonymously complete the questionnaire using an online survey tool. All respondents in both phases, the territories and institutions will be identified with codes instead of by their real names. Data you provide will be stored on the researcher's private computer and external hard drives/thumb drives which will be only accessible by the researcher. Paper information along with my computer and external hard drives will be stored in a locked file cabinet placed in a secured location which is only accessible to the researcher with a key. Primary and secondary supervisors will have access to the data because of their role.

For future publications and presentations, the data will be anonymized and used only for the purpose intended with yours and other participants' consent.

The data will be destroyed after 5 years in keeping with research practices. For example electronic files will be deleted and paper documents will be shredded. Files with your personal information such as contact numbers, email address and name will be destroyed at the completion of the research report.

13. What will happen to the results of the study?

Participants for the interviews will be given the opportunity to review the summary of their interviews to ensure the information is accurate. The published report will be submitted first to the UoL and then made available upon their approval. It will be posted in an online repository which will be made accessible to you and the other participants. Full details are not yet finalised. You will remain anonymous unless you indicate otherwise and it does not jeopardize the identity of other participants.

14. What will happen if I want to stop taking part?

As a participant you may withdraw at anytime, without explanation or any ill feeling exhibited towards you. Data of results up to the period of withdrawal may be used, if you are happy for this to be done. Otherwise you may request that they are destroyed and no further use is made of them. Please note that if results will only be withdrawn prior to anonymization and not after.

15. Who can I contact if I have further questions?

If you need to contact me, Desiree Antonio, the principal investigator, please feel free to call me at 1 268 728 5038 or email me at: desiree.antonio@online.liverpool.ac.uk

Thank you for reading this Participant Information Sheet and for any support you may provide for my research project.

Appendix E- Interview schedule for Teacher Educators

Introductions (purpose of Research, definition of terms given, permission to audio record etc.)

Background

- Q1. How long have you been a full-time teacher educator?
- Q2. What is your subject discipline?
- Q3. What are your professional qualifications as a teacher educator?
- Q4. What academic requirements did you need to fulfill in order to qualify/be employed as a teacher educator?
- Q5. Did you have to be trained to become a teacher educator? What type of training did you receive? Was it mandatory?
- Q6. What are your current responsibilities as a teacher educator?
- Q7. How did you become a teacher educator? Why did you become a teacher educator?
- Q8. Would you say that your experiences as a teacher assisted you in your new role? In what way?
- Q9. What do you feel are your main strengths as a teacher educator?
- Q10. What main difficulties have you faced as a teacher educator?
- Q11. How have you tried to overcome them?

Topic I

- Q1. Does your institution provide for your CPD? If yes, how? At what times do these occur? How often?
- Q2. What CPD activities have you engaged in?
- Q3. What other CPD activities are you most interested in? How can you access these?
- Q4. To what extent would you say that your CPD is an individual and/or institutional responsibility? Please explain?

Topic II

- Q1. What CPD activities have you engaged in over the past three years as a teacher educator? Why did you engage in these CPD activities?
- Q2. Which of these activities do you consider most important. Explain why?
- Q3. Are there other CPD needs that you have currently? What are these needs?
- Q5. How does your institution arrange for your CPD? Are you satisfied with the arrangements? Explain why.
- Q6. How are your CPD activities aligned with your needs and that of the institution?

Topic III

Q1. As a teacher educator, what kinds of CPD activities from those mentioned earlier, have been most influential in your development as a teacher educator? Can you please give examples? Why have you specified activities?

Q2. How have these benefitted you personally? How have these benefitted you professionally?

Q3. In retrospect, is there anything you would have done differently in preparing for and transitioning into your role as a teacher educator? What would that be?

Topic IV

Q1. What CPD activities do you think are most appropriate for teacher educators? Should these be dependent upon where they are in their careers? Why? What other factors can be considered?

Q2. Are there any CPD activities you have engaged in that you found were not useful to your needs as a teacher educator?

Q3. Are there CPD training/activities arranged by an external agency such as ECJBTE, UWI or the OECS EDMU? Have they been useful to your practice? How? Are there other agencies/organizations from which you have benefitted?

Q4. As a teacher Educator, how have you benefitted within the OCES grouping?

Q4. How does the OECS territories benefit from ECJBTE?

Topic V

Q1. How would you describe the culture of your institution/department as it relates to fostering teacher educators CPD?

Q2. To what extent did your change in role from teacher (or other position) to teacher educator affect your CPD activities? How did your relationships (personal and professional) change, in both of these roles?

Q3. Apart from departmental/institutional factors, what other factors have influenced your development as a teacher educator both positively and negatively?

Q4. How do you regard the OECS EDMU in its work to harmonize and improve efforts for education within the region especially as it relates to your CPD as a teacher educator?

Topic VI

Q1. What do you perceive as your main CPD needs?

Q2. What forms of CPD will be most suitable to provide for your CPD needs?

Q3. What advice would you give to your education leaders about meeting the CPD needs of teacher educators over their career?

Q4. What system(s) would you suggest need to be established?

Q5. What advice would you give to a colleague who is contemplating becoming a full time teacher educator?

Q6. What CPD policies do you envision that are needed in the OECS region to assist in harmonizing the CPD practices of teacher educators?

Appendix F- Interview schedule for Heads of Teacher Education Department Introductions (Purpose of Research, definition of terms used, permission to audio tape etc.)

(a) Background

- How long have you been Head of the DTE?
- Was your previous position that of a teacher educator?
- What are your responsibilities as HOD?
- How are teacher educators recruited and selected?
- How is their transition into the role accommodated?

(b) Personal views regarding the teacher educators CPD

- As a Head of Department, what would you consider to be critical CPD activities for any teacher educator?
- What are your major concerns about teacher educators' CPD at your institution?
- What CPD activities would you say are useful for your teacher educators as they transitioned into their roles as teacher educators?
- How has the department and/or your institution and other colleagues fostered these transitions?
- To what extent would you say that CPD is an individual and or institutional responsibility?
- Would you say that the career stage of a teacher educator determines the type and form of CPD activities? Please explain?

(c) Identification of teacher educators' needs for CPD

- What would you say are the most essential CPD needs of your teacher educators at present?
- How are these needs identified?
- How are these needs addressed?
- Who ensures that these needs are adequately addressed?
- What conditions (personal and professional) help to promote the CPD of your teacher educators? What conditions (personal and professional) hinder their CPD?

(d) Impact of CPD

- What are the most common CPD activities accessed by your teacher educators? Why?
- In your opinion, what CPD activities have proved most effective for your teacher educators? Why?
- How is the effectiveness of these activities determined?
- Are there specific CPD activities that are mandated by your institution?

(e) Departmental input in Teacher Educators' CPD

- Is there a CPD policy that guides your CPD activities? Please provide details.
- How have the policy influenced how you plan for and encourage the CPD activities of your teacher educators?
- How would you describe the culture of your institution/department as it relates to fostering teacher educators' CPD? How would you rate your current institutional support for teacher educators' CPD?
- How does your institution support the CPD of teacher educators? Are there incentives?
- From your observations, what types of relationships (personal and professional) among your teacher educators have positively or negatively affected their CPD?
- What other factors (within and outside of their control) have affected or contributed to their development as teacher educators?
- Have external agencies/organizations such as the MOE, JBTE, UWI, and OECS EDMU arranged training for your teacher educators? If so, what types or forms? Why were they organized? How useful have these been?
- How have the political, economic and/or social conditions in your country influenced the CPD of teacher educators at your department/institution?

(f) Policy Development regarding Teacher Educators CPD

- How do you regard the OECS EDMU in its work to harmonize and improve efforts for education within the region especially as it relates to the CPD of a teacher educator?
- What system(s) would you suggest need to be established to aid this process?
- In your opinion, what CPD policies are needed in the OECS region to assist in harmonizing the CPD practices of teacher educators?
- Are there any established networking systems among teacher educators in the OECS? If any, what are they and how useful have they been?
- How would you advise your education leaders about meeting the needs of the teacher educators over their careers?

Closing thoughts

- What advice would you give to a colleague who is contemplating becoming a full time teacher educator?
- Before we finish, is there any further information you think is relevant and would like to add?

Thank you.

Appendix G- Interview schedule for Chief Education Officers

Introduction (Purpose of Research, definition of terms used, permission to audio tape etc.)

A. Background information:

1. How long have you been in this position?
2. Have you ever worked as a teacher educator?
3. What are your responsibilities as Chief Education Officer in relation to the work of teacher educators?

B. Recruitment, selection, hiring and retention of teacher educators

1. What part does the MOE play in the recruitment, selection, hiring and retention of teacher educators?
2. Once hired, how does your Ministry of Education assist the teacher educators with transitioning into their roles?
3. How are they supported in their roles throughout their career?
4. What would you say are some of the needs of teacher educators (locally and in the OECS)?
5. How are these needs identified?

C. CPD responsibilities and expectations

1. To what extent are the CPD activities of teacher educators their responsibility?
2. To what extent are the CPD activities of teacher educators the responsibility of their institution (college)/Teacher Education Department?
3. To what extent are the CPD activities of Teacher educators the responsibility of the Ministry of Education?
4. To what extent are the CPD activities of Teacher educators the responsibility of the JBTE?
5. What types and forms of CPD activities are recognized by the MOE for remuneration or promotion purposes?
6. What concerns, if any, does your Ministry have about meeting the CPD needs of teacher educators?

D. Valuing CPD

1. How satisfied are you with the efforts of teacher educators in terms of their CPD activities (locally and within the OECS)?
2. How would you say that each body listed, has played its part in supporting the CPD of teacher educators: the community college/DTE; MOE; Government; the local society; JBTE; OECS; other bodies such as UNICEF, UNESCO, CARICOM, HE organizations

E. Support for and hindrances to Teacher educators' CPD

1. What would you say are the main drivers/sources in promoting the CPD of teacher educators (locally and in the OECS)?
2. What are some factors that hinder the CPD of teacher educators (locally and within the OECS)?
3. How can these challenges be addressed?

F. Addressing Technology

Technology seems to be a major concern for our educators. Their concerns include: their competency to use the technology for general work-related functions and integration in Teaching and learning; demands within society; access to the equipment; infrastructure (stability of internet services etc) and on going training for teacher educators. What measures have been put in place to address this specific CPD need of your teacher educators and in general in the OECS?

G. Policy directions

1. What policies currently exist to guide the CPD of teacher educators (locally and at OECS level)?
2. To what extent should teacher educators be involved in the decision-making processes which involve their CPD?
3. How would you advise your fellow education leaders about the CPD of teacher educators at every point in their career?
4. To what extent has the OECS Commission-EDMU has been active in this process?
5. What specific policies, in your opinion, are then needed (locally and at the OECS level) to address the CPD of teacher educators?

H. OECS Sector strategy

1. Taking the Sector Strategy into consideration, how will or is your country addressing the CPD needs of your teacher educators up to 2021?
2. How have the Ministries of Education and by extension the member countries of the OECS combined resources to foster the CPD of teacher educators at the various levels in a harmonized manner?
4. How are these plans aligned to meeting the needs of society and in keeping with global trends?

I. Closing thoughts

1. Teacher educators are seen by researchers and educationalists in general to stand at the pinnacle of providing a quality education system and their CPD is essential to this realization. How can your influence as a leader in education ensure that political, economic and social issues promote rather than hinder their CPD?
2. Do you have any questions before we end?

Thank you!

**Appendix H- Interview schedule for OECS Commission Representative
Introduction (Purpose of Research, definition of terms used, permission to
audio tape etc.)**

H. Background information:

4. What is your position at the OECS Commission?
5. How long have you been in this position?
6. What are the responsibilities of the Unit?
7. What are your responsibilities in the Unit?
8. How do the responsibilities and objectives of the Unit relate to the work of teacher educators?

I. Recruitment, selection, hiring and retention of teacher educators

1. What common practices exist in the OECS re the selection, hiring and retention of teacher educators?
2. How are best practices in this area shared among the territories?

J. Harmonizing issues related to teacher educators' CPD

1. How have member governments been working to harmonise the CPD of teacher educators?
2. How has your unit been working with the named territories to harmonise the CPD of teacher educators?
3. Is there any single organisation outside of the OECS that assists in this area? If so, please provide more details.
4. How is CPD of teacher educators addressed in the OECS?

K. Valuing CPD

3. How satisfied are you with the efforts of teacher educators in terms of their CPD activities within the OECS?
4. How would you say that each body listed, has played its part in supporting the CPD of teacher educators: the community college/DTE; MOE; Government; the local society; JBTE; OECS; other bodies such as UNICEF, UNESCO, CARICOM, HE organizations

L. Support for and hindrances to teacher educators' CPD

4. What/who would you say are the main drivers/sources in promoting the CPD of teacher educators in the OECS?
5. What are some factors that hinder the CPD of teacher educators within the OECS?
6. How can these challenges be addressed?

M. Addressing Technology

Technology seems to be a major concern for our teacher educators. Their concerns include: their competency to use the technology for general work-related functions and integration in Teaching and learning; demands within society; access to the equipment; infrastructure (stability of internet services etc) and ongoing training for teacher educators. What measures have been put in place to address this specific CPD need of teacher educators in general in the OECS?

N. Policy directions

6. What policies currently exist to guide the CPD of teacher educators at OECS level?
7. To what extent has the OECS Commission-EDMU been active in this process?
8. What specific policies, in your opinion, are then needed at the OECS level to address the CPD of teacher educators?
4. What role have teacher educators played in informing the EDMU decisions on their CPD?
5. How important do you think it is to involve the teacher educators in that decision making process?

H. OECS Sector strategy

1. Taking the Sector Strategy into consideration, how have the OECS territories been addressing the CPD of teacher educators up to 2021?
2. How can the Ministries of Education in the listed member countries of the OECS combine resources to foster the CPD of teacher educators at the various career stages in a harmonized manner?
4. How are the current plans aligned to meeting the needs of society and in keeping with global trends in teacher education?

I. Closing thoughts

3. Teacher educators are seen by researchers and educationalists in general to stand at the pinnacle of providing a quality education system and their CPD is essential to this realization. How can your influence as a leader in this unit ensure that political, economic and social issues promote rather than hinder their CPD?
4. Do you have any questions or wish to provide any additional information before we end?

Thank you!

Appendix I- Interview schedule for JBTE Representative

Introduction

Seek permission to audio tape
 Identify myself
 State why participant was chosen
 Purpose of study/interview
 Assure anonymity and confidentiality
 Provide operational definitions of key terms
 Answer any questions interviewee may have

A. 1. What is the responsibility of the ECJBTE?

2. How is the Board structured?

B. Recruitment and selection of Teacher educators

1. What are the guidelines used within the OECS territories for recruiting and selecting Teacher Educators?
2. Are there any additional considerations for recruiting and selecting teacher educators?

C. CPD responsibilities and expectations

1. How should teacher educators be supported in their roles throughout each stage of their careers?
2. In the OECS context, what do you think are the most appropriate kinds and forms of CPD for teacher educators?
3. How much responsibility should teacher educators take for their CPD?

D. Valuing CPD

1. What kinds of linkages must teacher educators themselves establish within and beyond their immediate setting to foster their CPD?
2. What would you consider to be the priority CPD areas for teacher educators in order for them to be adequately prepared to deliver their various courses?

E. Promotion of and hindrance to teacher educators CPD

1. What/who should be the main drivers/sources for promoting teacher educators' CPD?
2. What factors promote the CPD of teacher educators?
3. What factors hinder the CPD of teacher educators?
4. Are you in a position to comment on how these factors promote and hinder the CPD of teacher educators in the OECS?
5. How is the CPD of teacher educators influenced by political, economic and social issues?

F. Policy Directions

1. To what extent should teacher educators be involved in the decision-making processes which involve their CPD?
2. What are some specific policies that must be in place to address the CPD of teacher educators?

G. Closing thoughts

1. What advice would you offer to education leaders in the OECS regarding the CPD of teacher educators' in light of global trends?
2. Do you have any further information that you would wish to share?

Thank you!

Appendix J- Survey instrument (questionnaire)

Name of student: Desiree Antonio

Primary Supervisor: Jose Reis-Jorge

Research Topic: The Continuing Professional Development (CPD) of teacher educators within the ecological environment of the island territories of the Organization of Eastern Caribbean States (OECS).

This survey is part of a research being conducted on the Continuing Professional Development (CPD) of Teacher Educators in the OECS environment. The data from this survey will complement interviews I conducted in an earlier stage of my study. The information gained is intended to better guide and support the work and development of teacher educators and in general, enhance the provisions of education in the OECS member states.

The survey is powered by Survey Monkey. There are 9 questions and it should take approximately 20 minutes to complete the questionnaire. Click “Done” at the end of the survey and it will be automatically forwarded to me. The data provided will be used only for the purposes of this study and will be treated confidentially and anonymously. Your participation in this survey is voluntary and you may withdraw at any time. Your returned questionnaire indicates your willing participation in the survey. I would be grateful for its completion and return within two weeks of receipt. Should you have any questions or queries about the survey, please contact me at either address: desiree.barreiro@gmail.com or desiree.antonio@online.liverpool.ac.uk.

Below are operational definitions for ‘CPD’ and ‘teacher educators’ you will need as you complete the questionnaire.

Definitions:

CPD activities: ongoing professional learning engagements which may be structured and organized in a variety of ways for meeting different purposes as a way of building capacity.

Teacher Educators: are persons who work in an institution training teachers for the classroom, and are expected to guide student teachers into making sense of theory and practice in teaching.

Thank you for your participation.

A. Background information

Objectives: To ascertain-

- i. the career stage of the respondent
- ii. the sex of the respondent
- iii. the qualifications of the respondent
- iv. method used to recruit a teacher educator

1. Years working as a teacher educator 1-3 years (initial) 4-6 years (mid-career)

Question 6. Teacher Educators' disposition to CPD

Objective: To determine

- i. what forms and types of CPD activities teacher educators have engaged in over the past three years
- ii. the frequency of the CPD activities

Over the past three years, how often have you engaged in the following CPD activities?

#	CPD activities	At least once weekly	At least once monthly	At least once per semester	At least once annually	At least once over 3 years	Never	Not applicable
1	Personally search for information related to my courses by reading articles and books, surfing the internet etc.							
2	Participating in meetings within the Teacher Education Department that address practice issues							
3	Dialoguing with colleagues within the Teacher Education Department about practice issues							
4	Reflecting on my work through keeping a journal							
5	Attending OECS Education Development Management Unit funded workshops/training							
6	Participating in Joint Board of Teacher Education (JBTE) sessions e.g. moderation and Board of Studies meetings							
7	Attending international educational conferences and seminars							
8	Coaching/mentoring sessions/tasks							
9	Facilitating educational sessions for schools							

	and/or, communities; with colleagues							
10	Collaborating with colleagues in my Teacher Education Department to do research							
11	Networking with other Teacher Educators in the OECS							
12	Engaging in scholarly writing for publishing							
13	Presenting papers at local educational conferences, seminars, workshops							
14	Presenting at regional educational conferences, seminars							
15	Presenting at international educational conferences, seminars							
16	Participating in E forums to improve practice							
17	Conducting research into my practice							
18	Engaging in sessions which address my emotional intelligence							
19	Collaborating with partner institutions on a professional development project							
19	Other (Please specify)							

Question 7.

Objective: To ascertain to what degree teacher educators agree or disagree with statements about their CPD. (This section covers important points raised by interviewees in general)

To what extent do you agree or disagree with the following statements?

#	Statements	Strongly agree	Agree	Disagree	Strongly disagree	Do not know
1	There is a strong CPD culture within my institution					
2	My CPD is mainly my responsibility					
3	I should engage in CPD activities although I am not rewarded with incentives					
4	The JBTE activities that I attend (moderation and Board of Studies meetings) are very useful CPD activities to my development					
5	I am satisfied with the level of support provided by my institution in my career as a teacher educator					
6	My prior experiences as a classroom teacher have been very helpful to me as a teacher educator					
7	My institution provides enough technological support to satisfy my needs					
8	Teacher educator career pathways should be established within this field of work in the OECS.					
9	Professional standards for teacher educators are needed in the OECS.					
10	Researching and publishing should feature as part of a teacher educators' work.					
11	Having a period of induction would have been very helpful to me before I transitioned into my role as teacher educator.					
12	An incentive system should be implemented in my institution in order to encourage my pursuit for CPD.					
13	There should be a special desk established in the OECS Commission (Education Development Unit) to develop harmonized policies to guide					

	teacher educators' work and development.					
14	I should have an input in decisions made about my CPD.					
15	Direct classroom teaching experience should be a prerequisite to become a teacher educator					
16	My institution provides the necessary support I need to engage in CPD activities					
17	CPD should be made mandatory.					

Question 8

Objective: To ascertain the main sources of teacher educators' CPD activities.

Over the past three years, which of these sources were most likely to initiate the CPD activities in which you have engaged?

Sources	Most likely	Likely	Less likely	Not likely	Not sure
Institution/College					
Ministry of Education					
Self					
Department of Teacher Education (your immediate Department)					
Joint Board of Teacher Education (JBTE)					
OECS Commission (Education Development Management Unit)					
UNESCO, UNICEF, Commonwealth of Learning and other international organizations					
Regional associations e.g. Caribbean Association for National Technical Agency (CANTA), Teachers Unions, Caribbean Area Network of Quality Assurance in Tertiary Education(CANQATE)					
NGOs, private corporations and businesses					
Partner universities/colleges					

Question 9.

Objective: To ascertain which areas are considered important for a teacher educator's CPD.

How important do you consider each of the following for your CPD as a teacher educator?

#	Areas	Very important	Important	Less important	Not important at all	Do not know
1	Learning to teach adult learners					
2	Learning to use the new technologies for general purposes e.g. administrative; accessing, evaluating, using and managing information					
3	Learning how to Integrate ICT in teaching and learning					
4	Learning more about pedagogical approaches, strategies and techniques for teaching student teachers how to teach					
5	Learning how to teach persons with diverse learning needs					
6	Developing skills for conducting research into practice					
7	Learning about Teacher Education (history, development, global trends)					
8	Developing a variety of assessment strategies for use in teaching and learning					
9	Reviewing and developing programmes, and					

	evaluating courses for curriculum development					
10	Learning about emotional intelligence					

Question 10

Please offer any other comments you may have.

Thank you!